# 5500112
# EXPERIENTIAL ENGLISH II

## Supplementary Materials, 2024

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## Reading Practice for Unit 6

# America's Local News Crisis

The U.S. has lost more than 2,500 newspapers since 2005, or 25 percent of the total, and is on track to lose a third by 2025. The result is a growing number of Americans who live in a **"news desert"**, a community with no local news source. Most of these newspapers are weeklies covering smaller

5   communities, but large daily newspapers are also dying. Nearly 60 percent of newsroom jobs have been lost since 2005. Cities such as Pittsburgh, Salt Lake City, and New Orleans no longer have a daily print newspaper.

The shift to online readership has destroyed the advertising revenue that once made newspapers profitable. Most of those advertisement dollars now go to

10  Google, Facebook, and other sites. Newspaper revenues have plummeted from $49 billion to $14 billion in the past decade.

Local news plays an important role in informing citizens about public health, education, public safety, local politics, and other issues that affect their daily lives. Research shows that in news desert areas, voting participation drops.

15  Furthermore, corruption is **prevalent** and political polarization seems to worsen. Most importantly, in these communities, misinformation spreads easily as trust in the media is disappearing.

However, not all hope is lost for local journalism. Some local newspapers have found ways to adapt to the changing media landscape. They have survived by

20  seeking new revenue streams and collaborating with other news outlets. To compete with digital news sources, they have tried to engage with their audiences and innovate with new technologies and formats.

In addition, they have received financial support from philanthropic donors and civic-minded investors. Take the Seattle Times for example. It has launched

25  initiatives that allow readers to donate to specific reporting topics such as education, homelessness, and transportation. The Salt Lake Tribune has

become a non-profit organization that relies on donations and membership. These examples show that local newspapers can still provide valuable journalism that serves the public interests. But **they** also need the support of

30    their readers and communities to sustain their work.

Adapted from: https://theweek.com/briefing/1020220/the-demise-of-local-news



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## Comprehension Check

1. What is the topic of this text?

    a.  The rise of news deserts

    b.  News sources in the U.S.

    c.  How news has become localized

    d.  The decline of local newspapers

2. The author includes statistics in the first paragraph primarily to _____.

    a.  compare weeklies with daily newspapers

    b.  emphasize the importance of newsroom jobs

    c.  show the downward trends in U.S. journalism

    d.  give examples of U.S. cities with no daily print newspapers

3. What is a "news desert"?

    a.  A news source that people don't trust

    b.  An organization that reports local news

    c.  An area where people can't get local news

    d.  A community where people share local news

4. Paragraph 2 suggests that newspapers have lost their revenues over the years because _____.

    a. newspapers have become obsolete

    b. the cost of newsprint has increased rapidly

    c. newspapers have experienced a decline in credibility

    d. more people prefer getting news online to reading newspapers

5. What does Paragraph 3 (lines 12-17) mainly discuss?

    a. Roles of newspapers

    b. Influences of newspapers on politics

    c. Negative consequences of news deserts

    d. Characteristics of people who don't read newspapers

6. The word "prevalent" (line 15) is closest in meaning to _____.

    a. frequent

    b. controlled

    c. necessary

    d. uncommon

7. Which of the following is NOT how local newspapers have adapted to survive?

    a. Asking for donations

    b. Reporting only specific topics

    c. Finding new ways to earn income

    d. Collecting yearly membership fees

8. The Seattle Times and the Salt Lake Tribune are mentioned as examples of local newspapers that _____.

    a. are the most popular in their cities

    b. have successfully competed with online news sites

    c. provided the most valuable journalism for the communities

    d. have introduced initiatives to enable them to continue their work

9. What does the pronoun "they" (line 29) refer to?

    a.  Public interests

    b.  Local newspapers

    c.  Philanthropic donors

    d.  Civic-minded investors

10. What can be INFERRED about the future of local newspapers in the U.S.?

    a.  Local newspapers will exist in all U.S. cities.

    b.  Local newspapers will no longer serve the needs of the community.

    c.  Local newspapers will transform themselves into non-profit organizations.

    d.  The survival of local newspapers will depend on readers' financial contributions.

    *********************************************************************************

# Rise of the Tiny Home Movement

Recently, the tiny home movement has gained popularity everywhere. It is not just a passing fad but a lifestyle shift that many people are embracing. The tiny home movement is a trend where people live in smaller, simpler homes. The concept involves downsizing physical space in order to enhance the quality of

5    life in other areas.

The roots of this movement can be traced to 19th-Century US writer Henry David Thoreau. In his book, *Walden* (1854), Thoreau advocated simple living in natural surroundings.

In today's world, owning a house is becoming increasingly expensive. As the

10   cost of living rises and rents continually **escalate**, people look for more affordable housing options. Building a tiny house usually requires a smaller budget. **This** means less mortgage debt. The small size also means lower utility bills. Plus, with limited space, there is less temptation to buy things, leading to more savings.

15   The tiny home movement is also a response to environmental concerns. Constructing tiny houses requires fewer materials, which lessens the environmental footprint. When recycled materials are used to build tiny houses, this further contributes to sustainability. Furthermore, these houses are eco-friendly to live in. Since they are compact, they use less energy for

20   lighting and heating.

The digital age and the rise of remote work have generated greater interest in tiny homes. Unlike traditional houses, most tiny homes are designed to be moveable. This flexibility is ideal for digital nomads who wish to relocate quickly without the stress of buying and selling property.

25    Another group of people who enjoy this advantage is retirees. Tiny houses can be fitted with solar panels or wind power, so the owners can live off-grid and closer to nature. The mobile lifestyle allows the elderly to travel in the comfort of their own home.

The tiny home movement is not just an architectural revolution. It implies a
30    minimalist approach to life. The lifestyle and values attached to tiny homes are the main appeal for supporters of this movement.

Adapted from: https://www.autonomous.ai/ourblog/the-tiny-house-movement-trend-in-sustainable-living



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**Comprehension Check**

1. What is the main idea of the text?
    a.  Tiny living has become popular because of the benefits it offers.
    b.  The popularity of the tiny home movement has increased recently.
    c.  An architectural revolution always comes with drastic lifestyle shifts.
    d.  Owners of tiny houses have better quality of life than normal people.

2. What is TRUE about the tiny home movement?
    a.  It is a fairly new concept.
    b.  It is only a temporary trend.
    c.  It promotes a minimal lifestyle.
    d.  It has inspired many American writers.

3. According to the text, tiny houses are a social movement where people

_____.

    a. live off-grid

    b. grow their own food

    c. live closer to their workplaces

    d. downsize the space they live in

4. It is suggested in Paragraph 3 (line 9-13) that a tiny house _____.

    a. supports healthy living

    b. creates environmental awareness

    c. provides financially sustainable living

    d. promotes a sense of social responsibility

5. The word 'escalate' (line 10) is closest in meaning to _____.

    a. adjust

    b. reduce

    c. change

    d. increase

6. What does the pronoun 'this' (line 12) refer to?

    a. Having limited space

    b. Requiring a small budget

    c. Looking for housing options

    d. Building a tiny house yourself

7. Which of the following does NOT contribute to the popularity of the tiny home movement?

    a. The rising cost of living

    b. A rapidly aging population

    c. The trend of remote working

    d. People's growing concerns about the environment

8. Which of the following is NOT a characteristic of tiny houses?
    a. Spacious
    b. Portable
    c. Economical
    d. Environmentally friendly

9. Which of the following groups would probably find a tiny house LEAST attractive?
    a. The elderly
    b. Remote workers
    c. Extended families
    d. Eco-conscious people

10. What can be INFERRED about tiny houses?
    a. Tiny houses are not suitable for city dwellers.
    b. Tiny houses require accumulation of belongings.
    c. People move into tiny houses when they are retired.
    d. People who live in tiny houses only buy necessary things.

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## Reading Practice for Unit 8

# Incredible technology

Various fields have taken inspiration from animals when new things need to be created or when changes to something that is not quite working are required. Biomimicry is the practice of copying natural biological designs or processes when inventing or improving something. The idea behind

5 biomimicry is that nature has already solved many problems that humans face. Inventions imitating animals can help humans in countless ways.

Japanese scientists, for example, have copied the design of mosquitoes' mouths to create a needle that causes less pain. The new needle's three prongs have jagged edges. These edges touch fewer nerves than a normal

10 hypodermic needle, reducing the pain from an injection. Furthermore, the needle vibrates slightly so it moves more easily through the skin. This reduces pain even more. Tests have shown that the new needle works well and feels less painful than a regular hypodermic needle.

Slugs are another animal that have inspired a helpful invention. U.S.-based

15 engineers noticed that the sticky slime which slugs produce to fight off predators is extremely strong. Even very fierce predators are unable to detach slugs from a surface once they have released their strong slime. Engineers copied the slime's strength in a non-toxic surgical glue that helps bind organs and tissues after an operation. The glue can withstand three

20 times more tension than other surgical glues. This property makes it an excellent adhesive for the repair of a moving organ, like a beating heart.

Engineers in the United States have also been inspired by the puffer fish. When **they** are threatened, these fish inflate into spiky balloons by quickly sucking in water. Engineers have mimicked this defense mechanism in their

25 design of a pill with a sensor that a patient can easily swallow, but that swells to the size of a ping-pong ball in the stomach once it absorbs gastric juices.

Once it grows to that size, it can stay there for up to one month. The sensor relays important information about a patient's stomach to doctors.

30      To conclude, numerous inventions have resulted from observation and imitation of animals. People's health and overall lives have benefited as a result.

Adapted from:

https://www.nationalgeographic.com/environment/article/partner-content-earths-colder-climes

https://gtac.edu.au/microneedles-inspired-by-mosquitos-in-the-news/

https://www.learnbiomimicry.com/blog/best-biomimicry-examples

**Comprehension Check**

1. What does the text mainly discuss?
   a.  Useful animals to humans
   b.  Industries that adopt biomimicry
   c.  The invention development process
   d.  Benefits of animal-inspired inventions

2. What field do the biomimicry examples in the text come from?
   a.  Fashion
   b.  Healthcare
   c.  Engineering
   d.  Architecture

3. What is NOT TRUE about the new needle?

    a. It has multiple prongs.

    b. It produces vibrations.

    c. It touches every nerve.

    d. It copied the original design.

4. What can be concluded about the new needle?

    a. It has already been tested to minimize pain.

    b. It is smaller than a normal hypodermic needle.

    c. It was approved by the Japanese government.

    d. It was designed to help with children's vaccinations.

5. What property of the new surgical glue makes it work well with a beating heart?

    a. Its lack of toxicity

    b. Its high tensile strength

    c. Its ability to fight off predators

    d. Its effectiveness after surgery

6. Which word is closest in meaning to "adhesive"?

    a. Glue

    b. Organ

    c. Tissue

    d. Defense

7. What does "they" in the fourth paragraph refer to?

    a. Balloons

    b. Engineers

    c. Americans

    d. Puffer fish

8. How long can the pill last?

    a. One day

    b. Three days

    c. One month

    d. Three months

9. The engineers have imitated the puffer fish in the design of a pill with a sensor to _____.

    a. avoid surgery

    b. prevent infection

    c. increase the effectiveness of the pill

    d. make it easier for the patient to swallow the pill

10. Which conclusion is most likely TRUE about the new pill?

    a. It does not work without water.

    b. It has a number of spikes on it.

    c. It is smaller outside of the stomach than inside of it.

    d. It contains a sensor that swells when it comes into contact with water.

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## Reading Practice for Unit 10

# A world of cultures

The Peranakan people live mainly in Malaysia, Singapore, and Indonesia. They are descendants of Chinese immigrants who came to Southeast Asia between the fifteenth and seventeenth centuries. These immigrants married local Southeast Asian people, and they mixed Chinese and Southeast Asian
5   traditions together. Peranakan culture is special and different, though. Its uniqueness is shown in their language, food, and traditional clothing.

Language is very important in Peranakan culture. Peranakans speak a dialect called *Baba Malay*. Baba Malay mainly mixes words and grammar from the Malay and Hokkien languages. However, vocabulary from other dialects can
10  be found in it. There are even words from European languages like Portuguese and English. Unfortunately, nowadays, it is mostly older people who speak Baba Malay. Still, **the dialect is a rainbow** which reflects the diverse backgrounds of the Peranakan people.

Food is also a major part of Peranakan culture. **It** mixes Chinese cooking
15  methods with local Southeast Asian ingredients, such as aromatic herbs and spices. *Laksa*, which is a spicy noodle soup, is a popular Peranakan dish. Another well-known dish is *ayam buah keluak*. It is a chicken curry that includes a special nut indigenous to the Southeast Asian region. Peranakans also make popular traditional cakes from rice or glutinous rice. The cakes are
20  often eaten during important festivals, like the Lunar New Year.

Traditional attire is another important element of Peranakan culture. Like their language and food, multiple cultures influenced traditional Peranakan clothes. Peranakan men, or *baba*, often wear batik shirts. Batik is a special Indonesian method of making patterns on cloth. Peranakan women, who are known as
25  *nonya* or *nyonya*, can frequently be seen in *baju panjang*. This is a long dress adapted from a similar Malaysian garment. For public events, many Peranakan

women wear a Chinese cheongsam. This is a dress with a high neck and a cut in the side of the skirt.

30 In conclusion, the Peranakan culture is a mix of many influences. These influences are **displayed** in their language, food, and clothes. Peranakan culture is a reminder that diverse people can come together and create something remarkable.

Adapted from:

https://www.nhb.gov.sg/peranakanmuseum/learn/about-the-peranakans

https://www.nlb.gov.sg/main/article-detail?cmsuuid=1138ea9d-9dbe-4f09-9fef-ba2c7105eb91

https://www.roots.gov.sg/stories-landing/stories/A-Dress-for-the-Ages-The-Sarong-Kebaya/Story

https://www.peranakanlife.com/baba-nyonya-culture/language

https://www.peranakanlife.com/baba-nyonya-culture/peranakan-food/nyonya-cuisine

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**Comprehension Check**

1. What is the main topic of this text?

    a.  The history of the Peranakan people

    b.  The cultural roots of the Peranakan people

    c.  Famous customs of the Peranakan people

    d.  Some cultural aspects of the Peranakan people

2. What can be concluded about the Peranakan people?

    a. They move around all over Southeast Asia.

    b. They immigrated to Southeast Asia from China.

    c. They do not marry outside of their cultural group.

    d. They are of mixed Chinese and Southeast Asian cultural heritage.

3. Which language had an influence on the grammar of Baba Malay?

    a. English

    b. Hokkien

    c. Indonesian

    d. Portuguese

 4. In Paragraph 2, the author writes **"the dialect is a rainbow"** to convey that the dialect _____.

    a. is no longer in use

    b. is difficult to acquire

    c. sounds very beautiful

    d. comprises influences from a variety of languages

5. What does the pronoun "it" in Paragraph 3 (line 14) refer to?

    a. An ingredient

    b. Peranakan food

    c. Peranakan culture

    d. A cooking technique

6. Based on the text, *ayam buah keluak* is unique in that it _____.

    a. requires a lot of herbs and spices

    b. needs to be cooked with many utensils

    c. contains an ingredient only found in Southeast Asia

    d. uses a special cooking technique only practiced in Southeast Asia

7. Which food do Peranakan people like to eat during the Lunar New Year?

    a. Nuts

    b. Rice cakes

    c. Noodle soup

    d. Chicken curry

8. Which country is not specified as having an influence on Peranakan clothes?

    a. China

    b. Malaysia

    c. Indonesia

    d. Singapore

9. How are Peranakan *baju panjang* and cheongsam similar?

    a. Both are dresses.

    b. Both have batik patterns.

    c. Both are worn by both *baba* and *nonya*.

    d. Both are adapted from the clothing of another culture.

10. What is the word "displayed" in the last paragraph closest in meaning to?

    a. Shown

    b. Hidden

    c. Performed

    d. Discovered

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# 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 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)*

Adapted from: https://mhanational.org/how-deal-roommate-problems

## 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 |
|     ● A topic sentence stating the problem |
| 2.  Body sentences |
|     ● Sentences providing the description of the problem<br>    ● Sentences describing two solutions |
| 3.  Concluding sentence |
|     ● A restatement of the topic sentence and the solutions |

## 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:***

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

## 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 <u>having an in-person conversation and signing a roommate agreement</u>.*

2. There are two / a few / some (possible) solutions to [+this problem].

   - *There are two possible solutions to <u>the problem of stress in these groups of students</u>.*

3. Two (possible) ways to deal with this (problem) are [+Noun / Noun phrase / Gerund phrase].

   - *Two possible ways to deal with this problem are <u>an in-person conversation and a roommate agreement</u>.*

4. The situation could be improved by [+Noun / Noun phrase / Gerund phrase].

   - *The situation could be improved by <u>time management and prioritization</u>.*

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 <u>to have self-compassion</u>.*

6. First, / Firstly, / Second, / Secondly, / Next, [+Subject Verb].

   - *Firstly, <u>learning from mistakes and not giving up can help people overcome obstacles</u>.*

## 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)*

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1. What is the problem stated in the paragraph?

   _____

   _____

2. <u>Underline</u> the sentences which contain a 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)*

Adapted from: https://mabelkwong.com/2021/02/04/5-communication-differences-between-eastern-and-western-cultures/

## 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.



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## An example paragraph

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### *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. <u>As a result</u>, 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)*

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

## Exercise A

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

1. <u>Underline</u> the topic sentence. Does the paragraph focus on causes (why something happened) or effects (what happened as a result)?

   _____

2. <u>Underline</u> 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.

| **1. Topic sentence** |
| --- |
| ● A topic sentence containing a topic and a controlling idea |
| **2. Body sentences** |
| ● Main point 1 (cause/effect) with supporting details<br>● Main point 2 (cause/effect) with supporting details<br>● Main point 3 (cause/effect) with supporting details |
| **3. Concluding sentence(s)** |
| ● A restatement of the topic sentence    and/or<br><br>● A summary   and/or<br><br>● A future plan _or_ prediction |


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

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

**Exercise B**

**Instructions:** In each part of the sentences, choose the better topic sentence.

1.

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

2.

> A. There are several reasons why people should not believe online news.
>
> 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.
>
> B. Posting personal information on the Internet has many negative effects.

4.

> A. There are many reasons for taking an orchestral audition.
>
> 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, 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:*

- ***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 the main points and phrases for the supporting details.

---

***Causes of Climate Change***

      The Earth's climate is changing rapidly, posing significant challenges to natural ecosystems and human societies. There are three main causes of climate change. The first cause is the burning of fossil fuels for energy. Activities such as driving cars, flying planes, and generating electricity from coal, oil, and natural gas release large amounts of carbon dioxide and other greenhouse gases into the atmosphere. As a result, these emissions create a greenhouse effect that traps heat and raises global temperatures. The second major cause is deforestation. Clearing forests for agriculture, logging, and urban development is a cause of the reduction in the number of trees available to absorb this greenhouse gas. Because of deforestation, the carbon stored in the trees is released back into the atmosphere, thus further elevating carbon dioxide levels. The third important cause of climate change is agricultural practices. Methane, a greenhouse gas with a much higher global warming potential than carbon dioxide, is a result of livestock digestion. Additionally, although the use of nitrogen-based fertilizers is essential for crop production, it releases nitrous oxide which is also another greenhouse gas.

*(183 words)*

---

Adapted from: https://www.un.org/en/climatechange/science/causes-effects-climate-change

***Causes of Climate Change: 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 Sentences

The concluding sentences 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.*

**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 "Causes of Climate Change". Then write an appropriate concluding sentence(s).

---

### *Causes of Climate Change*

The Earth's climate is changing rapidly, posing significant challenges to natural ecosystems and human societies. There are three main causes of climate change. The first cause is the burning of fossil fuels for energy. Activities such as driving cars, flying planes, and generating electricity from coal, oil, and natural gas release large amounts of carbon dioxide and other greenhouse gases into the atmosphere. As a result, these emissions create a greenhouse effect that traps heat and raises global temperatures. The second major cause is deforestation. Clearing forests for agriculture, logging, and urban development is a cause of the reduction in the number of trees available to absorb this greenhouse gas. Because of deforestation, the carbon stored in the trees is released back into the atmosphere, thus further elevating carbon dioxide levels. The third important cause of climate change is agricultural practices. Methane, a greenhouse gas with a much higher global warming potential than carbon dioxide, is a result of livestock digestion. Additionally, although the use of nitrogen-based fertilizers is essential for crop production, it releases nitrous oxide which is also another greenhouse gas. _____

_____

_____

---

Adapted from: https://www.un.org/en/climatechange/science/causes-effects-climate-change

## 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]_____ . |
| ● Clearing forests for agriculture, logging, and urban development **is a cause of** the reduction in the number of trees available to absorb this greenhouse gas. |
| _____[Effect]_____ **is a result of** _____[Cause]_____ . |
| ● Methane, a greenhouse gas with a much higher global warming potential than carbon dioxide, **is a result of** livestock digestion. |
| _____[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** deforestation, the carbon stored in the trees is released back into the atmosphere, further elevating carbon dioxide levels. |
| **Since/ Because/ As** _____[Cause]_____ , _____[Effect]_____ . <br> _____[Effect]_____ **since/ because/ as** _____[Cause]_____ . |
| ● **Since** people believe in fake news, they will ultimately change their behavior. <br> ● 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,** these emissions create a greenhouse effect that traps heat and raises global temperatures. |
| **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 | Causes of Climate Change |
|---|---|
|  |  |

## 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. What are some causes that lead to success of many famous people in the world?

**EFFECTS:**

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

| | WRITING RUBRIC (15 Points) | | |
|---|---|---|---|
| | **Descriptors** | | |
| **Score** | **Task Completion / Content (5)** | **Organization (5)** | **Language (5)** |
| 5 | ● Presents a clear main idea<br>● Presents a **fully developed** response to the prompt with relevant, fully extended and well supported ideas<br>● Contains **all** the necessary paragraph components | ● Arranges ideas **logically**<br>● The paragraph reads smoothly throughout with the **appropriate use** of transition devices as needed | ● Uses a **wide** range of vocabulary and structures with full flexibility and accuracy<br>● **Rare** minor errors occur only as 'slips' |
| 4 | ● Presents a clear main idea<br>● Presents a **well-developed** response to the prompt with relevant, extended and supported ideas<br>AND/OR<br>● Contains **almost all** the necessary paragraph components | ● **Generally** arranges ideas in a logical manner<br>● Uses transition devices effectively, but cohesion within and/or between sentences **may be faulty or mechanical** | ● Uses an **adequate** range of vocabulary and variety of structures<br>● **Most** sentences are error-free |
| 3 | ● Does not present a clear main idea<br>● Presents limited and/or insufficiently developed ideas<br>AND/OR<br>● Misses **some** of the necessary paragraph components | ● Arranges ideas in a **somewhat** logical manner, but may lack coherence in some parts<br>● The paragraph doesn't read smoothly and/or there is **inaccurate or repetitive** use of transition devices | ● **Attempts** to use a **suitable** range of vocabulary and variety of structures<br>● **Some** errors with vocabulary and structures |
| 2 | ● Does not present a main idea<br>● Presents some irrelevant ideas<br>AND/OR<br>● Misses **most** of the necessary paragraph components | ● Arranges ideas with **little logical** connection<br>● Uses **a limited** range of, or **inaccurate**, transition devices | ● Uses a **limited** range of vocabulary and structures<br>● **Frequent** errors with vocabulary and structures |
| 1 | ● Does not present a main idea<br>AND/OR<br>● Shows **nearly no** evidence of the necessary paragraph components | ● Shows **very little control** of paragraph organization | ● Uses a **very limited** range of vocabulary and structures<br>● Errors **impede** communication |
| 0 | ● Writes an **incomprehensible/ completely unrelated** response | ● Shows **no control** of paragraph organization | ● Shows **no identifiable** command of English structure and vocabulary |
| | ● Does not attempt this task | | |

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

# PART III: SPEAKING

# Speaking Assessment
# Problem-Solution Roleplay



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)

**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 6, 7, 8 and 10.

  **Advice-seekers must:**

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

  **Advice-givers must:**

  o 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

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

### 2. Money

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

### 3. Time management

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

### 4. Relationships

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

### 5. Education

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

### 6. Habits

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

Adapted from: https://www.teach-this.com/images/resources/the-best-advice.pdf

# Evaluation Criteria Checklist and Score Form

## Problem-Solution Task

**Pair No.** _____

**Name:** _____ **Total Score** _____/10

**A. 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
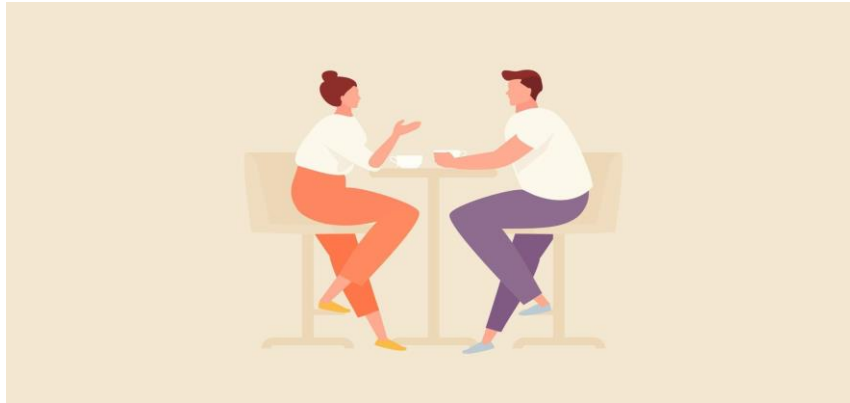
# Problems and Solutions Conversation



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.
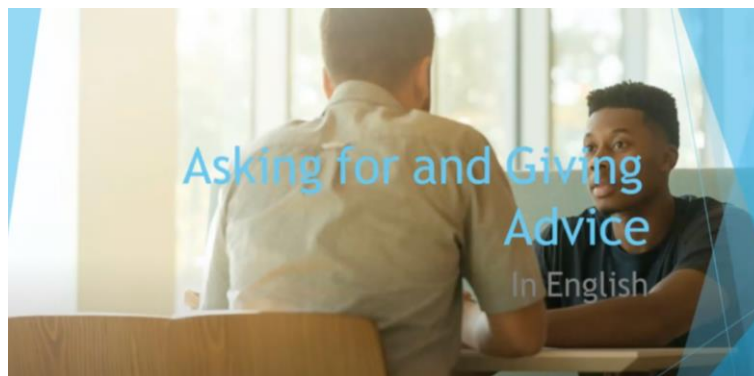


Photo credit: http://eslgold.com/speaking-4/asking_giving_advice/

## Exercise A: 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=jy5TmF709oI

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

| Steps | Example Expressions |
|---|---|
| **1.** | ● Can I talk to you for a minute? <br> ● Can I ask you something? <br> ● Do you have a minute? |
| **2.** | ● What can I do for you? <br> ● Sure. What's on your mind? <br> ● What's up? <br> ● Sorry, I'm kind of busy right now.  How about getting together after work? (Postponing) |
| **3.** | ● Well, it's about… <br> ● I'm having trouble with… <br> ● I need help + v.ing… |
| **4.** | ● What do you think I should do? <br> ● What do you suggest/recommend? <br> ● What would you do in this situation? <br> ● Do you have any advice? <br> ● What's your advice/opinion? <br> ● What would you do if you were in my shoes? <br> ● Do you have any ideas on this? <br> ● Do you think that I should…+ possible solution…? |
| **5.** | ● You had better….    You should… <br> ● Maybe you should… <br> ● I think you should… <br> ● I suggest + v.ing… <br> ● If I were in your position/shoes, I would(n't)… <br> ● If I were you, I'd…/I wouldn't… |

| Steps | Example Expressions |
|---|---|
| | <ul><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.** | **Accepting advice:** <ul><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> **Rejecting advice:** <ul><li>I'm not sure that's a good idea. + Reason</li><li>I'm not too sure about that. + Reason</li></ul> **Closing the exchange** <ul><li>I'll try it out.</li></ul> **Thanking for advice** <ul><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 B: Listening



**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.

Photo credit: http://eslgold.com/speaking-4/asking_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:

- 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 installments 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:

- 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 C: 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 D: 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



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?

   _____

4. What was Bob's suggestion?

   _____

5. What happened in the end?

   _____

## Exercise E: 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). **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

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https://www.youtube.com/watch?v=5U_6wdUxFQk&t=13s