

# CUADERNILLO DE

## Estrategias de Redacción



**IV**  
SEMESTRE

Nombre: \_\_\_\_\_

Grupo: \_\_\_\_\_



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## PRESENTATION

Estimada y estimado estudiante:

Me es grato darte la bienvenida al nuevo semestre que estás por iniciar. En la Dirección General del Colegio de Bachilleres de Quintana Roo, somos conscientes de las circunstancias que te rodean y que han afectado al mundo desde hace más de año y medio; por ello, el cuadernillo que ahora posees, es producto de un esfuerzo y trabajo conjuntos entre los docentes y los responsables de las áreas académicas de nuestras oficinas centrales.

Si bien es cierto la pandemia continúa, ello no representa un impedimento para no cumplir con nuestra labor educativa, razón esencial de nuestra gran institución. Por ello, hoy más que nunca, la labor académica es vital para alcanzar nuestro principal objetivo: tu formación escolar que contribuya a consolidar tu proyecto de vida.

El contenido de este *Material didáctico del estudiante*, te permitirá continuar con tu proceso de enseñanza-aprendizaje desde casa. Por supuesto, estarás respaldado por la asesoría y seguimiento de cada uno de tus docentes y autoridades educativas.

Cada una de las personas que laboramos en el Colegio de Bachilleres del Estado de Quintana Roo ponemos lo mejor de nosotros para seguir caminando juntos, aun en la pandemia, generando resiliencia y fortaleciendo las competencias académicas y socioemocionales que nos permitan salir adelante.

Te invito a no bajar la guardia en lo académico y en el cuidado de tu salud. Trabaja intensamente, con compromiso y con responsabilidad; sé responsable y perseverante, ello te llevará al éxito y a cumplir tus metas. Te deseo lo mejor para este semestre que inicia.

**Dr. Rafael Ignacio Romero Mayo**  
Director General



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## INTRODUCTION

El propósito general de la capacitación de Lengua Inglesa es estructurar traducciones generales de inglés a español y viceversa, eligiendo los métodos, técnicas e instrumentos pertinentes en cada texto o discurso lingüístico que elabore para favorecer una comunicación asertiva y pensamiento crítico en el idioma inglés, en situaciones de su vida cotidiana.

La capacitación de Lengua Inglesa que se encuentra en el componente de formación para el trabajo y que forma parte del campo disciplinar de comunicación, busca que el estudiantado cuente con las herramientas necesarias que le permita emplear técnicas de lectura, escritura, expresión oral y escrita de manera efectiva con la finalidad de que posteriormente pueda realizar traducciones e interpretaciones asertivas en el idioma inglés en diversos contextos.

Además de contar con una base de conocimientos y habilidades que les permita egresar con las competencias profesionales básicas que enmarca el perfil del nivel medio superior y el cual propiciará su ingreso a la educación terciaria. Derivado de lo anterior, esta capacitación está integrada por cuatro módulos.

El Módulo II se pretende que el alumno aplique las normas y procedimientos de redacción en la elaboración de diferentes tipos de textos y/o correspondencia, que elabore resúmenes y síntesis de textos variados, aplique estrategias de comprensión e interpretación en diferentes tipos de correspondencia, redacte y traduzca textos y/o correspondencia, que utilice adecuadamente las fuentes de documentación, que realice traducciones de segmentos breves.



## Block I. Normas y Procedimientos de Redacción

**Aprendizaje Esperado:** Emplear las normas y procedimientos de redacción, haciendo uso de diversos textos escritos, relacionados a situaciones de su contexto, a través de distintas fuentes de información para tomar decisiones que le permitan distinguir cada una de sus características.

**Atributo (s):** 4.1 Expresar ideas y conceptos mediante representaciones lingüísticas, matemáticas o gráficas.

5.1 Sigue instrucciones y procedimientos de manera reflexiva, comprendiendo como cada uno de sus pasos contribuye al alcance de un objetivo. 5.2 Ordena información de acuerdo a categorías, jerarquías y relaciones. 5.3 Identifica los sistemas y reglas o principios medulares que subyacen a una serie de fenómenos.

**Conocimiento (s):** Conocer las normas y procedimientos de redacción de la Lengua Inglesa, adquiriendo las bases de la Puntuación y ortografía/la estructuración de frases/y las cláusulas (simples y compuestas).

### Previous Reading

Previous to join the training course Capacitación Lengua Inglesa, in the subject Lectura y Redacción, you were able to study about the Spanish grammar and its norms. In this module, you will study the English grammar and its norms; so your prior knowledge on Spanish grammar is very important.

#### Topic I. Punctuation Marks and its use.

PUNCTUATION MARKS					
● Full Stop	,	?	;	!	:
' Apostrophe	( ) Round Brackets	[ ] Square Brackets	“ ” Quotation Marks	... Ellipsis Marks	- Hyphen
— Dash	/ Slash	@ At sign	{ } Brace	* Asterisk	LEARN GLISH



PUNCTUATION MARK	USE	EXAMPLE
<b>Full stop or period.</b>	<ol style="list-style-type: none"> <li>1. Mark the end of a sentence</li> <li>2. To indicate abbreviated words</li> <li>3. To punctuate dates and numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. The kid plays with a ball.</li> <li>2. John Smith Jr., was born on Apr. 8, 1999.</li> <li>3. The exam period is on 10.18.21</li> </ol>
<b>Comma</b>	<ol style="list-style-type: none"> <li>1. Separate ideas or elements in a sentence.</li> <li>2. Separate numbers, dates or list of elements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Thanks for all your help, Sandra.</li> <li>2. Go to the grocery and bring bananas, apples, peas and carrots.</li> </ol>
<b>Question mark</b>	<ol style="list-style-type: none"> <li>1. Used at the end of an interrogative sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are you from?</li> </ol>
<b>Semicolon</b>	<ol style="list-style-type: none"> <li>1. Used to connect independent clauses.</li> </ol>	<ol style="list-style-type: none"> <li>1. I missed the plane; I had to buy another ticket which was more expensive.</li> </ol>
<b>Exclamation mark</b>	<ol style="list-style-type: none"> <li>1. Used at the end of a sentence that expresses surprise, anger or alarm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Watch out! Oh my God! So good to see you!</li> </ol>
<b>Colon</b>	<ol style="list-style-type: none"> <li>1. Used to indicate that a list, quotation, explanation, an example will follow.</li> <li>2. Between independent clauses when the second one explains the first one.</li> </ol>	<ol style="list-style-type: none"> <li>1. This semester I study four subjects: Math, English, Literature and Capacitación Lengua Inglesa.</li> <li>2. My car is a terrible lost: it was crashed by a truck.</li> </ol>
<b>Apostrophe</b>	<ol style="list-style-type: none"> <li>1. Used in contractions to shorten a word.</li> <li>2. To indicate possession with nouns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Don't = do not</li> <li>2. Mark's car Boys' boots are on sale.</li> </ol>
<b>Parentheses or Round brackets</b>	<ol style="list-style-type: none"> <li>1. Used to include extra or nonessential information.</li> <li>2. Used to include in-text references.</li> </ol>	<ol style="list-style-type: none"> <li>1. John and Juan (who are very good friends) both like the same girl.</li> <li>2.</li> </ol>
<b>Brackets or Square brackets</b>	<ol style="list-style-type: none"> <li>1. Used for technical explanations or to clarify meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mr. Jones [the suspect] was the last person who saw him.</li> </ol>



PUNCTUATION MARK	USE	EXAMPLE
<b>Quotation marks</b>	<ol style="list-style-type: none"> <li>Used in pair (" ") to mark the beginning and end of a quote.</li> <li>Used as single mark ( ' ) to indicate a quote inside a quote.</li> </ol>	<ol style="list-style-type: none"> <li>She said: "I will take care of it."</li> <li>Mary said to the teacher, "Susan told me 'Today is my birthday', can we sing the happy birthday song for her?"</li> </ol>
<b>Ellipsis marks</b>	<ol style="list-style-type: none"> <li>It indicates that material has been left out of a quotation.</li> </ol>	<ol style="list-style-type: none"> <li>"I have a dream..." what an inspiring speech!</li> </ol>
<b>Hyphen</b>	<ol style="list-style-type: none"> <li>Used to join two or more words together into a compound term</li> </ol>	<ol style="list-style-type: none"> <li>Part-time</li> <li>Well-known</li> </ol>
<b>Dashes:</b>	<ol style="list-style-type: none"> <li>Used to enclose extra information, they can be used singularly.</li> </ol>	<ol style="list-style-type: none"> <li>To the three divisions of the economy – agriculture, manufacturing, and service industries – Jones has added a fourth.</li> <li>Have an orange – or do you prefer a banana?</li> </ol>
<b>Slash</b>	<ol style="list-style-type: none"> <li>Used to separate words, lines of poetry, abbreviations, dates, and fractions.</li> <li>In substitution of and/or</li> </ol>	<ol style="list-style-type: none"> <li>And/or</li> <li>Every man/woman... If/when the teacher arrives...</li> </ol>
<b>At sign</b>	<ol style="list-style-type: none"> <li>Used in email addresses</li> <li>Used in social media or forums to indicate a reply.</li> </ol>	<ol style="list-style-type: none"> <li>cobach@edu.mx</li> <li>@Juan answered your comment.</li> </ol>
<b>Braces</b>	<ol style="list-style-type: none"> <li>Used to connect words or items to be considered together.</li> </ol>	<ol style="list-style-type: none"> <li>Which ice cream topping is your favourite {chocolate sauce, sprinkles, cherries}?</li> </ol>
<b>Asterisk</b>	<ol style="list-style-type: none"> <li>Used to indicate the omission of letters or words, and misspellings.</li> </ol>	<ol style="list-style-type: none"> <li>I want to the market...went*</li> </ol>



**Activity 1.** Choose one of the punctuation marks from the box and Match it with its correct definition. Write it in the space provided.

, (Comma) . (full stop) : (colon) ? (question mark)  
( ) (parentheses) ; (semicolon) ' (apostrophe) - (hyphen)

Separates information into readable units.	
Marks the end of a sentence.	
Indicates that a list, quotation or summary is about to follow.	
Used at the end of a sentence which is a question.	
Used to include extra or nonessential information in sentences.	
Separates two complete but closely linked sentences.	
Indicates either a contraction or a possessive.	
Links two or more words so that they work as one idea.	

**Activity 2.** Punctuate the following sentences, inserting colons and commas where necessary.

1. I took five items my jacket a fishing rod a peanut butter sandwich a tooth pick and a pen knife.

---

2. The guest list read as follows Rev. Bill Hinter Lady Smythe-Bottom Gordon James and Dizzy the Clown.

---

3. These were the reasons for his odd behaviour fear of the dark fear of confined spaces fear of spiders and way too much caffeine that morning.

---

4. Certain people are legends Marilyn Monroe James Dean Houdini and Charlie Chaplin.

---

5. He shook with fear when he saw what lay before him a rocky path a steep slippery slope a cliff edge and a fifty foot drop into the unknown.

---

**Activity 3.** Punctuate the following sentences, inserting quotation marks where necessary.

1. Ariel is trying hard in school this semester, her father said.
2. No, the taxi driver said curtly, I cannot get you to the airport in ten minutes.
3. Mr. and Mrs. Brownley stated, we refuse to use the elevator because of mechanical problems.
4. He likes to talk about hockey, she said, especially when the Stanley Cup playoffs are on TV.
5. Christina couldn't stop thinking about the poem Dreams by Langston Hughes.

**Activity 4.** Write the correct end marks on the blank lines.

Have you ever seen a duck-billed platypus \_\_\_\_ They look cute and fuzzy \_\_\_\_ They are so cute and fuzzy that one might not even notice the spur on the male platypus's ankle \_\_\_\_ One might also be surprised to learn that the venom in this ankle spur... COULD KILL A SMALL DOG \_\_\_\_ Do you want to know something even worse \_\_\_\_ This venom contains a chemical that heightens one's sensitivity to pain \_\_\_\_ That means that if you get hit with that spur, you'll be in more pain than you've ever felt EVER \_\_\_\_ I bet that you didn't know that \_\_\_\_ Oh, you did know that \_\_\_\_ Well, YOU'RE WELCOME FOR THE REMINDER \_\_\_\_

**Activity 5.** Rewrite the sentences using ' . ? - ! : , in the correct place.

1. Mr Paul is a Mathematics teacher \_\_\_\_\_
2. After the rain had stopped we left the building \_\_\_\_\_
3. Did you see the news last night \_\_\_\_\_
4. No you cannot go to the movies \_\_\_\_\_
5. Her mother in law bought her a present \_\_\_\_\_



## Topic II Phrases

In the subject Lectura y Redacción, you were able to study about the Spanish syntax and its components as: the parts of speech (palabras y sus funciones), phrases (sintagmas), sentences (oraciones). In this block you will study the English phrases and sentences; so your previous knowledge is very important.

**Phrases:** A phrase is **one or more words that form a meaningful grammatical unit** within a clause. There are 5 main types of phrases, they take their name accordingly to the word which function as nucleus.

<b>Noun phrase</b>	A noun phrase (NP) can be a single noun or a group of words built around a single noun.	<b>The red house is new.</b>
<b>Verb phrase</b>	A verb phrase (VP, also called a "verb group") consists of a main verb and its auxiliary verbs (including modals).	Sandra <b>will dance</b> hip hop.
<b>Adjective phrase</b>	An adjective phrase can be a single adjective or a group of words built around a single adjective.	His motorcycle is quite <b>big</b>
<b>Adverbial phrase</b>	An adverb phrase can be a single adverb or a group of words built around a single adverb	The burglar move very <b>slowly</b>
<b>Prepositional phrase</b>	A prepositional phrase consists of a preposition followed by its object (usually a noun phrase)	<b>In</b> the school

**Activity 6.** Identify the phrase type enclosed in brackets according to the information provided in the previous table, and write it in the space provided.

1. Houses are **[unbelievably expensive]** just now. \_\_\_\_\_
2. We **[met Paul]** last week. \_\_\_\_\_
3. **[A car that won't go]** is not particularly useful. \_\_\_\_\_
4. I enjoy eating **[in Indian restaurants]**. \_\_\_\_\_
5. Don't you have to leave **[early]**? \_\_\_\_\_



**Activity 7.** In the following sentences identify the phrases in brackets and match them to the correct phrase category: adjective phrases, adverb phrases, verb phrases, prepositional phrases or noun phrases.

SENTENCES	PHRASES	MATCHING PAIR
0. I hope to win [ <b>the first prize</b> ].	x) Noun phrase	Example: 0 - X
1. The girl in [ <b>brown frock</b> ] is my sister.	a) Adjective phrase	
2. [ <b>Did you enjoy watching</b> ] the movie?	b) Prepositional phrase	
3. [ <b>She always</b> ] drive with care.	c) Verb phrase	
4. They are shouting [ <b>in a loud voice</b> ].	d) Adverbial phrase	
5. The train stopped at [ <b>Victoria Terminus</b> ].	e) Noun phrase	

### Complementary Phrases Categories.

Gerund phrase	A gerund phrase is a noun phrase that starts with a gerund.	<b>Going for ice cream</b> is a real treat.
Infinitive phrase	An infinitive phrase consists of a noun phrase that begins with an infinitive verb.	<b>To donate time or money</b> is an honorable thing.
Appositive phrase	An appositive phrase restates and defines a noun, it consists of one or more words	<b>My favorite pastime</b> , fixing motorcycles surprised my mom.
Participial phrase	A participial phrase begins with a past or present participle.	<b>Washed with my clothes</b> , my cellphone no longer worked.
Absolute phrase	An absolute phrase has a subject, but not an action verb, so it cannot stand alone. It modifies the whole sentence, not just a noun.	<b>Picnic basket in hand</b> , she set off for her date.



**Activity 8.** Identify what kind of phrase is the one in bold letters and choose the best answer.

1. **Knowing what I know now**, I wish I had never resigned.
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
2. **To see Niagara Falls** is mind-boggling
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
3. **Taking my dog** for a walk is fun.
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
4. I went to UK **to study the language and culture**.
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
5. **Painted a brilliant white**, the small room appeared bigger.
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
6. The Florida panther, **the state animal of Florida**, is an endangered species.
  - a) Gerund phrase
  - b) Absolute phrase
  - c) Participial phrase
  - d) Infinitive phrase
  - e) Appositive phrase
7. My idea, **a recycling bin for the office**, was accepted by the boss.



- a) Gerund phrase
- b) Absolute phrase
- c) Participial phrase
- d) Infinitive phrase
- e) Appositive phrase

8. The entire team, **their uniforms muddy and stained**, shouted for joy.

- a) Gerund phrase
- b) Absolute phrase
- c) Participial phrase
- d) Infinitive phrase
- e) Appositive phrase

9. **Walking in the rain** can be dangerous.

- a) Gerund phrase
- b) Absolute phrase
- c) Participial phrase
- d) Infinitive phrase
- e) Appositive phrase

10. **Their heads hanging down**, the whole group apologized.

- a) Gerund phrase
- b) Absolute phrase
- c) Participial phrase
- d) Infinitive phrase
- e) Appositive phrase

### Topic III. Clauses

In the subject Lectura y Redacción, you studied about the Spanish syntax and its components as: the parts of speech (palabras y sus funciones), phrases (sintagmas), sentences (oraciones). In this block, you will study english phrases and sentences; so your previous knowledge is very important.

**Clauses:** they are groups of words containing a subject doing an action (subject-verb), they express a complete thought. They are part of a sentence and can be categorized in: independent and dependent clauses.

**Independent clauses**, also called insubordinate clauses, have three components:

1. They have a subject.
2. They have an action or predicate.
3. They express a complete thought.

They can be as simple as a subject and a verb: **Mary cooks.**



Independent clauses can also be joined to other independent clauses, if the independent clauses are related: **Jim read a book; he really enjoyed the book.**

Dependent clauses, also referred as subordinate clauses, are a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. They are used to make sentences more complete and more interesting.

Often a dependent clause is marked by a **subordinating conjunction**. i. e. **Because** I overslept. Some common dependent markers are: **after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.**

**Activity 9.** Read the sentences and choose the best answer.

1. A simple sentence consists of
  - a) One independent thought
  - b) One independent clause
2. An independent clause contains
  - a) A subject and a verb
  - b) A subject and an object
3. A compound sentence consists of
  - a) One or more independent clauses
  - b) Two or more independent clauses
4. Independent clauses can be joined by using
  - a) A coordinating conjunction
  - b) A subordinating conjunction
5. Which is a compound sentence?
  - a) I like walking on the beach with my dog
  - b) I like walking but my dog likes running
6. A complex sentence consists of an independent clause plus
  - a) A subordinating conjunction
  - b) A dependent clause
7. A dependent clause can begin with a relative pronoun or a
  - a) A subordinating conjunction
  - b) A coordination conjunction
8. "I like him because he's funny." Which is the dependent clause?
  - a) I like him
  - b) Because he is funny
9. Which is a complex sentence?
  - a) I was late because I missed my train.
  - b) We got up late so I missed my train.



10. A compound-complex sentence consists of two or more independent clauses and

- One or more dependent clauses
- Two or more dependent clauses

**Activity 10.**

**Write S for simple sentences and C for compound sentences.**

1. A young man was jogging along the beach.
2. Bisi continued to sink, so her hair grew longer and longer.
3. The women went as usual along the forest path.
4. The water was freezing, but not to worry.
5. She had to take a deep breath.
6. A wave would crash over her, but somehow the surfer would appear on the other side.
7. We have lost our way of talking to the spirits.
8. No one was injured in the explosion.
9. Now the trouble was that the lights from the beach were dazzling her eyes.
10. He said he was finding politics irritating, so he handed in his notice.



## Block II. Resúmenes y Síntesis de Textos Informativos y Descriptivos

- **Aprendizaje Esperado:** Produce resúmenes y síntesis de textos variados en inglés, a través de la redacción de escritos, tomando en cuenta el entorno de su comunidad, favoreciendo ambientes incluyentes para desarrollar su habilidad en la escritura de traducciones.
- **Atributo (s):** CG5.2 Ordena información de acuerdo a categorías, jerarquías y relaciones / CG5.3 Identifica los sistemas y reglas o principios modulares que subyacen a una serie de fenómenos.
- **Conocimiento (s):** Elementos de redacción de resúmenes y síntesis de textos informativos y descriptivos, Ideas principales / Frases / Oraciones / Tiempos verbales.

### Previous Reading

A summary is a condensed version of an original text, usually a full article or book. Summaries are usually around a paragraph long and may even be a few paragraphs long depending on the length of the work being condensed.

Summaries are used in variety of situations. For example, you might want to summarize only the main points of a meeting with a co-worker because you're running late for another meeting. Or, let's say you want to introduce a complex design idea. You could begin by summarizing what your design would accomplish, to give key people an overall sense of your plan without overwhelming them. Students might summarize an article for a class, or when preparing and writing research papers, annotated bibliographies, and essays. Abstracts and legal brief are also types of summaries.

Synthesis means to combine several different pieces into a whole. Synthesis is about concisely summarizing and linking different sources to review the literature on a topic, make recommendations, and connect your practice to the research.

Synthesis usually goes together with analysis because you break down a concept/idea into its important parts/points (analysis), so you can draw useful conclusions or make decisions about the topic or problem (synthesis).

In order to make either a synthesis or a summary, or to work with a text overall, we must first find the most important information on a text. The following are a set of strategies that will help you find the information you need and get rid of the non-important details:



1.- Identify the structure of the text: Find the headings, subheadings, titles, and the likes. These will function as a *preview* of what's the text about, specifically the paragraphs that follow.

2.- Highlight, underline, or circle key words — the ones that make a big impact on the idea presented in the paragraph or sentence overall.

3.- Find the sentences or ideas that carry the biggest and tightest co-relation between them and the heading or subheading. On texts you will often find paragraphs that contain information that is not *strictly* needed for the paragraph to make sense; these are called *fillers*.

4.- Get rid of the *fillers* by writing on the side of the paragraph (or right after it) the number of the paragraph followed by the amount of key words and information you found.

Once you have completed these 4 simple steps, you will be ready to do your synthesis and summary, respectively.

## Verb tenses

In the English language, we have 4 different tenses (Simple, Perfect, Continuous, and Perfect Continuous) divided in the three *times* (Present, Past, and Future) giving us a total of 12 different combinations. To this we are going to refer as *verb tenses*.

A verb tense allows us to understand not only the time of speaking, but also when it's being referred to. That being said, it's important to know that each verb tense has a lot of specific uses. However, not all of them are as common as the rest.

The *simple tenses* (Present, past, and future) as the most common ones, being closely followed by the *continuous tenses* (present, past, and future), then the *perfect tenses*, and finally the *perfect continuous tenses* — One uses the simple tenses to refer to general truths, recent events, and future plans, respectively, whereas the continuous are mostly used to talk about other events that happened either during, before or after another one.

The most important detail to remember about the verb tenses is the grammatical structure.

The following charts describe the basic structure for each of the verb tenses. However, it is important to notice that they all have a specific rule for using them and it's imperative to understand and remember how and why they are written the way they are.

**Present tenses:**

Present simple	Subject + verb in present tense + complement (optional)
Present perfect	Subject + have/has (according to the subject) + participle verb + complement (optional)
Present continuous	Subject + verb "to be" conjugated according to the subject + verb with ing + complement (optional)
Present perfect continuous	Subject + have/has (according to the subject) + been + verb with -ing + complement (optional)

**Past tenses:**

Past simple	Subject + verb in past tense + complement (optional)
Past perfect	Subject + had (according to the subject) + participle verb + complement (optional)
Past continuous	Subject + was (if subject is singular) / were (if subject is plural) + verb with ing + complement (optional)
Past perfect continuous	Subject + had + been + verb with -ing + complement (optional)

**Future tenses:**

Future simple	Subject + will + verb in infinitive (without "to") + complement (optional)
Future perfect	Subject + will + have + participle verb + complement (optional)
Future continuous	Subject + will + be + verb with ing + complement (optional)
Future perfect continuous	Subject + will + have + been + verb with -ing + complement (optional)

A sentence is basically a set of words that is complete, has a full meaning, and doesn't require extra content to be comprehended by the reader. Grammatically speaking, a sentence must have a subject – although sometimes it's implicit (imperative sentences and improper sentences). Another key factor for a sentence to be complete is a verb.

It is a basic grammatical unit. As mentioned before, it has a complete meaning given by the subject (the doer of the action) and the verb (the action done by the subject). A sentence can also have a complement (in the form of adjectives, adverbs, prepositions, and the like). However, the complement is not always seen in a sentence.

Alright. With all of that out of the way, let's get started!



**Activity 1.-** Answer the following questions regarding the type of document in **bold**.

**Scientific magazine of the week**

What is the purpose of this document?

Answer: \_\_\_\_\_.

Why would you read it?

Answer: \_\_\_\_\_.

Which kind of information can you get?

Answer: \_\_\_\_\_.

**History book about Ancient Egypt**

What is the purpose of this document?

Answer: \_\_\_\_\_.

Why would you read it?

Answer: \_\_\_\_\_.

Which kind of information can you get?

Answer: \_\_\_\_\_.

**Diary of a Vietnam Veteran**

What is the purpose of this document?

Answer: \_\_\_\_\_.

Why would you read it?

Answer: \_\_\_\_\_.

Which kind of information can you get?

Answer: \_\_\_\_\_.

**A book narrating a specific story about Ancient Egypt**

What is the purpose of this document?

Answer: \_\_\_\_\_.

Why would you read it?

Answer: \_\_\_\_\_.

Which kind of information can you get?

Answer: \_\_\_\_\_.



**Activity 2.-** Highlight the most important ideas (10 ideas each) of the following texts and underline what you consider to be not as important.

Once upon a time, there was a little girl. Her grandmother gave her a red riding hood, and the girl loved it so much she wore it all the time – so everybody started to call her Little Red Riding Hood.

One day, her mother told the girl her grandmother had fallen ill. Because she lived alone, deep in the woods, she would probably be happy to get some food and a visit from her granddaughter. Mother gave a basket with food and a bottle of wine to Little Red Riding Hood and told her: "Don't stray from the path!"

The girl promised but soon forgot about her mother's warning. After a while, she met a wolf in the woods. He asked her where she was going, and she told him about her granny's bad health and where she lived. The wolf tricked her into stopping and picking some flowers. She did that, and in the meantime, the wolf ran to the granny's house.

The wolf, pretending to be the granddaughter, entered the grandmother's house and ate the lady. Then he dressed in her nightgown and waited for Little Red Riding Hood. When she came in, the famous dialogue about great arms, great ears, and great teeth followed. After that, the wolf ate the girl and took a nap.

Soon after, a huntsman came by the house and heard snoring. He entered cautiously, saw the sleeping monster in granny's bed and guessed what happened. Then he opened the sleeping wolf's stomach with a knife.

Granny and Red Riding Hood came out and helped the huntsman fill the wolf's stomach with stones. When the wolf woke up, he tried to run away, but the stones were too heavy. He fell down and died. Grandmother, granddaughter, and huntsman lived happily ever after.



While a smartphone, tablet, or computer can be a hugely productive tool, compulsive use of these devices can interfere with work, school, and relationships. When you spend more time on social media or playing games than you do interacting with real people, or you can't stop yourself from repeatedly checking texts, emails, or apps—even when it has negative consequences in your life—it may be time to reassess your technology use.

Smartphone addiction, sometimes colloquially known as “nomophobia” (fear of being without a mobile phone), is often fueled by an Internet overuse problem or Internet addiction disorder. After all, it’s rarely the phone or tablet itself that creates the compulsion, but rather the games, apps, and online worlds it connects us to.

Smartphone addiction can encompass a variety of impulse-control problems, including:

**Virtual relationships.** Addiction to social networking, dating apps, texting, and messaging can extend to the point where virtual, online friends become more important than real-life relationships. We’ve all seen the couples sitting together in a restaurant ignoring each other and engaging with their smartphones instead. While the Internet can be a great place to meet new people, reconnect with old friends, or even start romantic relationships, online relationships are not a healthy substitute for real-life interactions. Online friendships can be appealing as they tend to exist in a bubble, not subject to the same demands or stresses as messy, real-world relationships. Compulsive use of dating apps can change your focus to short-term hookups instead of developing long-term relationships.

**Information overload.** Compulsive web surfing, watching videos, playing games, or checking news feeds can lead to lower productivity at work or school and isolate you for hours at a time. Compulsive use of the Internet and smartphone apps can cause you to neglect other aspects of your life, from real-world relationships to hobbies and social pursuits.

**Cybersex addiction.** Compulsive use of Internet pornography, sexting, nude-swapping, or adult messaging services can impact negatively on your real-life intimate relationships and overall emotional health. While online pornography and cybersex addictions are types of sexual addiction, the Internet makes it more accessible, relatively anonymous, and very convenient. It’s easy to spend hours engaging in fantasies impossible in real life. Excessive use of dating apps that facilitate casual sex can make it more difficult to develop long-term intimate relationships or damage an existing relationship.

Online compulsions, such as gaming, gambling, stock trading, online shopping, or bidding on auction sites like eBay can often lead to financial and job-related problems. While gambling addiction has been a well-documented problem for years, the availability of Internet gambling has made gambling far more accessible. Compulsive stock trading or online shopping can be just as financially and socially damaging. eBay addicts may wake up at strange hours in order to be online for the last remaining minutes of an auction. You may purchase things you don’t need and can’t afford just to experience the excitement of placing the winning bid.



**Activity 3.- Summarize** the following texts in English. Remember to find **the most important information** first. Then, use connectors (To begin with, firstly, then, soon after, secondly, in the end, in conclusion, etc.) to intertwine the ideas.

En una ciudad muy remota vivía un emperador cuyo único interés en la vida era vestirse con ropa de moda. Era tan grande su vanidad que se cambiaba de traje varias veces al día para que todos pudieran admirarlo.

Un día cualquiera, dos estafadores se acercaron al emperador manifestando que eran excelentes sastres y que podían coserle un traje magnífico. Sería tan ligero y fino que parecería invisible, pero solo para aquellos que eran ignorantes.

El emperador estaba muy emocionado de contar con un traje que le permitiera saber cuáles de sus funcionarios eran aptos de los cargos que ocupaban y ordenó a los supuestos sastres comenzar su trabajo de inmediato, pagándoles una enorme suma de dinero.

Después de un tiempo, el rey le pidió a un anciano ministro que fuera a ver cuánto habían progresado los dos sastres con su traje. El ministro vio a los dos hombres agitando tijeras en el aire, pero no podía ver la tela. Sin embargo, se quedó en silencio por temor a ser llamado ignorante.

—Se encuentra usted muy callado señor ministro, ¿acaso no puede ver la maravillosa tela? —dijo uno de los estafadores.

—Claro que sí la veo. Esta tela está muy bella y así se lo comunicaré a nuestro emperador —respondió el anciano ministro sin querer parecer ignorante.

Los estafadores pidieron entonces más dinero, el cual fue a parar a sus bolsillos. No gastaron ni en un trozo de hilo y continuaron trabajando en las máquinas vacías.

Poco después el emperador envió a otro funcionario de su confianza a observar el estado de su traje e informarse de la fecha de entrega.

El funcionario miró y miró la supuesta tela, pero como nada había, nada pudo ver.

—¿Verdad que es hermosa? —preguntaron los dos trampos, señalando hacia el aire.

“Estaré perdiendo la razón o la vista”, pensó el funcionario. Al igual que el anciano ministro se quedó callado y alabó la tela que no existía.

—¡La tela que he visto es maravillosa! —le dijo al emperador.

Finalmente, el traje estaba listo. Al igual que el anciano ministro y el funcionario, el emperador no podía ver nada, pero tampoco quería parecer ignorante. De modo que admiró el supuesto traje y agradeció a los sastres, quienes maliciosamente le dijeron:

—Señor emperador, su traje nuevo es tan digno de admiración que debe lucirlo frente a todos.

Feliz con los halagos, el emperador desfiló con su traje nuevo por la calle principal. La gente podía ver al emperador desnudo, pero nadie lo admitía por temor a ser considerado ignorante. Así que el emperador siguió caminando.

Todos elogiaron la tela invisible, sus colores y maravillosos patrones. El emperador estaba muy complacido, hasta que por fin, un niño gritó:

—¡El emperador está desnudo!

Fue entonces que todos comenzaron a reír y a murmurar, muy pronto gritaron:

—¡El emperador está desnudo, el emperador no lleva nada!

El emperador repentinamente se dio cuenta de que tenían razón, pero pensó para sí mismo: “Ahora debo seguir fingiendo hasta el final o pareceré aún más ignorante”. Fue así que el emperador siguió caminando airoso, mientras la multitud reía a carcajadas.



Here you will have enough space to write your summary:



Over decades, centuries and millennia, the steady skyward climb of redwoods, the tangled march of mangroves along tropical coasts and the slow submersion of carbon-rich soil in peatlands has locked away billions of tons of carbon.

If these natural vaults get busted open, through deforestation or dredging of swamplands, it would take centuries before those redwoods or mangroves could grow back to their former fullness and reclaim all that carbon. Such carbon is “irrecoverable” on the timescale — decades, not centuries — needed to avoid the worst impacts of climate change, and keeping it locked away is crucial.

Now, through a new mapping project, scientists have estimated how much irrecoverable carbon resides in peatlands, mangroves, forests and elsewhere around the globe – and which areas need protection.

The new estimate puts the total amount of irrecoverable carbon at 139 gigatons, researchers report November 18 in *Nature Sustainability*. That's equivalent to about 15 years of human carbon dioxide emissions at current levels. And if all that carbon were released, it's almost certainly enough to push the planet past 1.5 degrees Celsius of warming above preindustrial levels.

Here you will have enough space to write your summary:

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Once upon a time there was a poor miller who had three sons.

When the miller died, the first two sons greedily took everything and left the house. They only left behind the cat for the third son. The son was very sad. He loved his father the most and wept for him and said, "I have nothing but this cat! I will eat him and then soon, I shall die too!" Hearing this, the cat said, "Master, please give me a bag full of carrots and grain and see what great wonders I can do! Please give me a coat and your boots, too!" The miller's son gave the cat all that he asked for.

Puss in Boots now set off for the jungle. He laid a trap with carrots in it and caught a rabbit. Puss in Boots also caught a couple of partridges with the grain his master had given him. Puss in Boots then went to meet the king. He presented the partridges and rabbit to the king and said, "Your Majesty! These are gifts from my master, the Marquis of Carabas!" The king was very pleased with the gifts.

On his way back home, Puss in Boots passed by some fields where harvesters were working in the sun. He commanded them, "If anyone asks you whom this field belongs to, you must reply that it belongs to the Marquis of Carabas! If you do not agree, I will get the ogre to eat you all up!" The workers were frightened of the ogre and agreed to do so.

When Puss in Boots reached home, he told his master, "Master, you will be meeting the king soon! Do as I say. Go to the river nearby and have a bath!" The man did as his cat told him to. He took off his clothes and jumped into the river. Puss in Boots immediately took all the clothes and hid behind a rock nearby. When king's carriage passed by, the cat went up to the king and said, "Your Majesty! My master is drowning! Some thugs robbed him of his fine clothes and pushed him into this river! Please save him!" The king, on hearing this, commanded his servants, "Save the Marquis of Carabas and give him the finest clothes to wear!" They did as he told them. The cat and his master were very happy. Now, when the carriage went past the fields, the king stopped by and asked the workers, "To whom do these fields belong?" They replied, "The Marquis of Carabas, Your Majesty!" The king was very pleased to hear this.

Puss in Boots, in the meantime, ran ahead of the king's carriage. He went to the castle nearby. There lived a ferocious ogre. The cat said to him, I have heard of your mighty powers! I have heard you can become anything you want to!" The ogre laughed and decided to show Puss in Boots all his powers. He replied, "Of course!" and instantly turned into a lion. Then the ogre became a monkey and finally became his real self. Now, the clever cat challenged, "I am sure you cannot become one of the tiniest creatures in the world! You can never become a mouse!" The ogre was enraged and said, "Watch this!" Saying this, he turned into a tiny mouse. Puss in Boots quickly pounced on him and ate him up!



When the king and the miller's son reached the castle, the cat said. "Welcome, Your Majesty! This is the castle of the Marquis of Carabas!" Hearing this, the king was very pleased. He asked the miller's son to marry his youngest and loveliest daughter. The miller's son knew that the king's daughter was very beautiful and agreed. Soon, they were married and lived happily ever after in the castle.

Here you will have enough space to write your summary:



**Activity 4.- Synthesize** the following texts. Remember to find **the most important information** first. Then, use connectors (To begin with, firstly, then, soon after, secondly, in the end, in conclusion, etc.) to intertwine the ideas.

**(It's important you remember there's a difference between a summary and a synthesis)**

Coalition Senator Gerard Rennick has avoided journalists in the press gallery this morning who were waiting to question him about his vow to withhold his vote from government legislation unless it acts against vaccine mandates imposed by the states.

Queensland LNP senator Rennick said he had to get to a vote in the chamber this morning as journalists demanded to know whether he would vote with his party, which already needs crossbench support to get its legislation through the upper house.

South Australian Liberal Senator Alex Antic has also threatened not to vote with the government over vaccines.

Earlier this morning, Deputy Prime Minister Barnaby Joyce emphasised that vaccine mandates are implemented by the states as the government prepares to try to pass religious freedom legislation. He was critical of any attempts to stand in the way of those proposed laws, which are yet to be unveiled.

“That’s bit of a slap in the face of people … who want there to be no ambiguity over they ability to practice their faith,” Mr Joyce said, referring to Coalition senators who may withhold their vote or even side with another party.

Mr Joyce has a history of his own either crossing the floor or threatening to do so.

Meanwhile, the government’s leader in the Senate, Finance Minister Simon Birmingham, emphasised that the Coalition’s rules allowed its members to cross the floor without the threat of expulsion, unlike Labor.

“However, it’s a right that should always be used sparingly, and I would urge any member of Parliament to not conflate unrelated issues to consider each vote, each bill on its merits,” Senator Birmingham said.



Here you will write your synthesis:

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In the last decade, Marvel Studios have gone from being a cinematic experiment to producing the most bankable and profitable movies in history to a point that you could almost call them... "inevitable." It seems that even a global pandemic cannot change that as with Shang-Chi and the Legend of the Ten Rings third weekend haul, Marvel now domestically have the two top movies of the year so far, and with Eternals and Spider-Man: No Way Home expected to both aid the revival of the cinema experience in a big way you would not bet against them having all four of their 2021 releases in the top ten.

Shang-Chi is dominating the box office, but Marvel's history with the top of the box office charts goes all the way back to Iron Man, the first movie of the Marvel Cinematic Universe, which arrived at a point where people were unaware of what that even was. In 2008, Iron Man managed to land as the year's second highest domestic grossing movie and was only denied top spot thanks to DC rival The Dark Knight. It is therefore ironic that the first time Marvel would land that coveted number one position would be in 2012 with Avengers Assemble, which stole the title away from none other than Christopher Nolan's Batman finale, The Dark Knight Rises.

Over the following years, Marvel would continue to see their movies constantly dominating the top ten movies of the year, but thanks to some big franchise movies like The Hunger Games, Jurassic World and of course a number of Star Wars sequels, they couldn't quite reach that pinnacle position again until 2018 came around and saw Black Panther become not only the highest grossing movie of the year, but also Marvel's biggest movie at that time when it took over \$700 million domestically. Avengers: Infinity War was just narrowly beaten into second place with \$678 million but did give the studio their first one-two combo.



**Here you will write your synthesis:**

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Immediately upon being elected, U.S. President Joe Biden had a task to solve. Amidst taking a hold on the virus, he, however, did not forget about a health issue he'd previously been involved in. In his first major address to Congress this April, Biden asked lawmakers to help him "end cancer as we know it." The U.S.'s ambition to stop cancer deaths began with the project Moonshot Biden was responsible for under the presidency of Barack Obama. While Moonshot hasn't yet proved successful, the amount of money spent on research has its mark on the outcome.

The United States spends more money on cancer than any other country. Globally, 44% of cancer research funders are located in the United States (21% in Europe, 16% in Asia). Cancer is the second leading cause of death worldwide; every 6th death is caused by a form of the disease. It poses a physical, emotional and financial burden on individuals, families, societies and governments.

Cancer research is still one of the most significant areas of research in healthcare worldwide. The inventions that led to the rapid COVID-19 vaccine developments originally were aimed at curing cancer - the mRNA technology, for example. Today, it became a forward-looking concept for cancer immunotherapy, and researchers expect the field to grow convincingly in the future. The three essential levels in cancer care (prevention, treatment and monitoring of the disease) can help beat cancer for good. The technologies we list below are separated according to these phases.

**Here you will write your synthesis:**

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## Block III. Estrategias de Comprensión e Interpretación de Correspondencia

- **Aprendizaje Esperado:** Aplica las estrategias de comprensión e interpretación, haciendo uso de textos de correspondencia variados para traducir información especializada relacionada a su entorno, tomando decisiones de manera consciente e informada, asumiendo las consecuencias de sus actos.
- **Atributo (s):** **5.1**-Sigue instrucciones y procedimientos de manera reflexiva, comprendiendo como cada uno de sus pasos contribuye al alcance de un objetivo, **5.2**-Ordena información de acuerdo a categorías, jerarquías y relaciones, **5.3**-Identifica los sistemas y reglas o principios medulares que subyacen a una serie de fenómenos.
- **Conocimiento (s):** Estrategias de Comprensión e Interpretación de Correspondencia, Solicitud, Queja, Recomendación y Cartas personales.

### Previous Reading

#### Tips for writing an application letter

Do you need to write a letter to apply for a job? Most of the time, the answer is yes. Even in the rare cases when employers don't require a job application letter, such as in the case of some part-time jobs, writing one will help you highlight your skills and achievements and get the hiring manager's attention.

#### Tips for Writing a Job Application Letter

A job application letter, also known as a cover letter, should be sent or uploaded with your resume when applying for jobs. While your resume offers a history of your work experience and an outline of your skills and accomplishments, the job application letter you send to an employer explains why you are qualified for the position and should be selected for an interview.

Writing this letter can seem like a challenging task. However, if you take it one step at a time, you'll soon be an expert at writing application letters to send with your resume.

#### How to Get Started

Before you begin writing your job application letter, do some groundwork. Consider what information you want to include (keeping in mind that space is limited). Remember, this letter is making a case for your candidacy for the position. But you can do better than just regurgitating your resume – instead, highlight your most relevant skills, experiences, and abilities.

To include the most convincing, relevant details in your letter, you'll need to know what the employer wants. The biggest clues are within the job advertisement, so spend some time decoding the job ad.



Next, match your qualifications with the employer's wants and needs. Make a list of your relevant experience and skills. For instance, if the job ad calls for a strong leader, think of examples of when you've successfully led a team. Once you've jotted down some notes, and have a sense of what you want to highlight in your letter, you're ready to get started writing.

### **Writing Guidelines for Job Application Letters**

Writing a job application letter is very different from a quick email to a friend or a thank-you note to a relative. Hiring managers and potential interviewers have certain expectations when it comes to the letter's presentation and appearance, from length (no more than a page) to font size and style to letter spacing:

**Length:** A letter of application should be no more than one page long.

**Format and Page Margins:** A letter of application should be single-spaced with a space between each paragraph. Use about 1" margins and align your text to the left, which is the standard alignment for most documents.

**Font:** Use a traditional font such as Times New Roman, Arial, or Calibri. The font size should be between 10 and 12 points.



## What to Include in Each Section of the Letter

There are also set rules for the sections included in the letter, from salutation to sign-off, and how the letter is organized. Here's a quick lowdown on the main sections included in a job application letter:

**Heading:** A letter of application should begin with both your and the employer's contact information (name, address, phone number, email) followed by the date. If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature.

### Header Examples

Your Name  
Your Address  
Your City, State, and Zip Code  
Your Phone Number  
Your Email Address  
Date  
Name of Recipient  
Title of Recipient  
Company  
Address  
City, State, and Zip Code

**Salutation:** This is your polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name. Find out more about appropriate cover letter salutations, including what to do if you don't know the person's name, or are unsure of a contact's gender.

**Body of the letter:** Think of this section as being three distinct parts.

In the **first paragraph**, you'll want to mention the job you are applying for and where you saw the job listing.

The **next paragraph(s)** are the most important part of your letter. Remember how you gathered all that information about what employers were seeking, and how you could meet their needs? This is where you'll share those relevant details on your experience and accomplishments.

The **third and last part of the body of the letter** will be your thank you to the employer; you can also offer follow-up information.



**Complimentary Close:** Sign off your email with a polite close, such as "Best" or "Sincerely," followed by your name.

#### Closing Examples

Best

Thank you

Kind regards

Respecfully

Sincerely

**Signature:** End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

#### Signature Examples

Best regards,

John Smith (your signatura)

#### Simple Formatting Using a Template

Overwhelmed by all these formatting and organization requirements? One way to make the process of writing a job application easier is to use a job application letter template to create your own personalized job application letters for applying for a job. Having a template can help save you time if you are sending a lot of application letters.

Be sure that each letter you send is personalized to the company and position; do not send the same letter to different companies.



**Activity 1.-** Print the following application for employment format. Fill in the blanks using the requested information. Make sure to use the accurate words in each of the spaces. Use a [X] in the sections where you have to choose just one of the options.

<b>Application For Employment</b>		We are an Equal Opportunity Employer and committed to excellence through diversity.	Please print or type. The application must be fully completed to be considered. Please complete each section, even if you attach a resume.	
<b>Personal Information</b>				
<p>Name _____</p> <p>Address _____ City _____ State _____ Zip _____</p> <p>Phone number _____ Email address _____</p> <p>Are you legally eligible to work in the US? Yes <input type="checkbox"/> No <input type="checkbox"/>      Are you a veteran? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If selected for employment are you willing to submit to a background check? Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
<b>Position</b>				
Position you are applying for		Available start date	Desired pay	
<p>Employment desired</p> <p><input type="checkbox"/> Full time      <input type="checkbox"/> Part time      <input type="checkbox"/> Seasonal/Temporary</p>				
<b>Education</b>				
School name	Location	Years attended	Degree received	Major
<b>References</b> (business and professional only)				
Name	Title	Company	Phone	



### Employment History

<b>Employer (1)</b>	Job title		Dates employed
Work phone	Starting pay rate		Ending pay rate
Address	City	State	Zip
<b>Employer (2)</b>	Job title		Dates employed
Work phone	Starting pay rate		Ending pay rate
Address	City	State	Zip
<b>Employer (3)</b>	Job title		Dates employed
Work phone	Starting pay rate		Ending pay rate
Address	City	State	Zip
<b>Employer (4)</b>	Job Title		Dates employed
Work phone	Starting pay rate		Ending pay rate
Address	City	State	Zip
<b>Employer (5)</b>	Job title		Dates employed
Work phone	Starting pay rate		Ending pay rate
Address	City	State	Zip

### Signature Disclaimer

I certify that my answers are true and complete to the best of my knowledge.  
If this application leads to employment, I understand that false or misleading information in my application or interview may result in my employment being terminated.

Name (please print)	Signature
Date	



Complaint letters are written documents in which someone reports a bad experience or situation. It is a type of letter written to address any type of wrong-doing, offense, grievance, resentment arising out of a product, service, etc. It is used to raise your concern about unfair things and seek a productive outcome. It is a fundamental right and duty of a citizen to seek justice arising out of any injustice, and the first step toward it is, filing a Complaint. It inspires other troubled consumers, influences the concerned authorities to take proper action, and makes the defaulters more liable, responsible, and responsive.

It can be of the following types

1. Personal Complaint letter- The type of complaint letter you write on your own individual level pertaining to your individual grievances is referred to as a personal complaint letter.
2. Professional Complaint letter- It is the type of complaint letter that is written on behalf of the organization pertaining to issues that are affecting the organization as a whole.



## USEFUL PHRASES FOR WRITING FORMAL COMPLAINT LETTER

<b>Greeting recipient</b>	Dear Sir / Dear Madam Dear Sir/Madam Dear Mr LastName Dear Ms LastName
<b>Explaining reason</b>	I am writing in order to complain about. I am writing to complain about
<b>Introducing the complaint:</b>	Firstly In the first place First of all My first complaint is The first problem is The first thing I would like to draw your attention to is My first concern is
<b>Introducing further complaints:</b>	Secondly In the second place Not only ..... but also Moreover In addition to this Supplementary to this .....was also unacceptable
<b>Demanding action:</b>	I propose that you replace the item. I therefore suggest that I be given a full refund I would be grateful if my money was refunded I would be appreciative if you could give me a full money back I would be thankful if you could give me a full refund
<b>Endings</b>	I look forward to hearing from you. I look forward to receiving a full refund I look forward to receiving a replacement I look forward to receiving your explanation



**Activity 2.-** Using the previous information, read the following **complaint letter**. Fill in the blanks using the correct verb tenses in the correct order.

Dear Mr. Lai,

I \_\_\_\_\_ [1] (write) to draw your attention to the anti-social behavior of your tenant, Mr. Jason Phillips, who is currently \_\_\_\_\_ [2] (rent) your property at Flat C, 29/F Dragon Flower Mansion, Central.

On three occasions over the past two weeks, I \_\_\_\_\_ [3] (have to / ask) Mr. Phillips to turn down his hi-fi player after midnight. On each occasion he was rude and unhelpful and \_\_\_\_\_ [4] (refuse) \_\_\_\_\_ [5] (use) colorful language. The matter \_\_\_\_\_ [6] (only / resolve) when I eventually \_\_\_\_\_ [7] (call) the police and they \_\_\_\_\_ [8] (persuade) him to reduce the noise.

In addition to this, Mr. Phillips \_\_\_\_\_ [9] (insist) on storing his bicycle in the lobby area, which \_\_\_\_\_ [10] (obstruct) other tenants on their way into the lifts. I \_\_\_\_\_ [11] (ask) him politely since Christmas if he could keep it elsewhere but without success. In fact, as Mr. Phillips \_\_\_\_\_ [12] (recently / find himself) a girlfriend who also has a bicycle and consequently I often \_\_\_\_\_ [13] (find) two bicycles blocking my way when I try to enter and leave the building.

I \_\_\_\_\_ [14] grateful if you could take whatever action necessary to ensure that this situation does not continue.

Yours sincerely,

E J Thribb



**Activity 3.-** Read the following information below, and then write a **Complaint Letter** using all the chunks of information.

Dear

I would appreciate it if you would look into this matter as soon as possible with a view to refunding my money in full.

it took nearly a day to restore the running water supply and it was another three days before the air conditioning was repaired.

However, our bungalow was a five-minute walk from the beach and located between a car park and a disco that was open every night until 3 a.m.

I am writing to complain about

When we requested a change of bungalow, Mr Kitching was offhand and unwilling to try to find a solution.

Secondly, your brochure clearly states that all bungalows have a sea view and are situated in pleasant, surroundings.

Although these problems were immediately pointed out to your representative, Mr Kitching,

the bungalow accommodation provided for my family at the Palm Tree Resort, Phuket, Thailand, from 2 - 16 December 2006.

These problems detracted significantly from our enjoyment of the holiday

as it was necessary to spend the first day having the room put into a habitable condition, while for the rest of our stay we had very little sleep at night.

When we arrived, the accommodation had not been cleaned, the air conditioning was not working and there was no running water in the bathroom.

Sincerely yours,



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\_\_\_\_\_

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## Useful Phrases for Recommendation Letters

When writing letters of recommendation, you find out that the phrases or sentences you need to use are formal writing. You will now read some of the most common sentences of phrases you use in this kind of letters.

### Good Introductions

First, you need to express your positive feeling about writing the letter. Then explain how long you have known the person and what your relationship has been (supervisor, teacher, co-worker).

### Sentences:

- I am delighted to be called upon as a reference for John Smart. I first became acquainted with Mr. Smart in 1992, when he joined the...
- Mr. Smart has asked me to write a letter of recommendation to accompany his application for PhD program in Physics at MIT.
- I am very pleased to do so. It has been a pleasure to be Mr. Smart's supervisor since 1990.
- I am happy to write this letter of recommendation for Steven Smart. In this letter I would like to express my respect and appreciation for this bright young person, who brought outstanding contribution to the work of my group.
- I have no hesitancy in writing a letter of recommendation for Mr. Smart.
- It is a pleasure to write a letter of recommendation for as Ms. Smart.
- I have known Ms. Smart since 1993, when she enrolled in my accounting class.
- I was Mr. Smart's teacher in two advanced quantum mechanics classes during winter semester, 1995.

### Phrases:

- I am honored to support him as a candidate
- I am pleased to provide a reference for am delighted to be called upon
- I am happy to recommend am pleased to comment on
- I can offer only the highest recommendation for
- first became acquainted with
- first came to my attention when
- has worked directly under my supervision
- has been a pleasure to supervise have known Ms. Doe for
- have no hesitation in recommending
- have been his supervisor since her performance as a
- his qualifications and performance
- have had the opportunity to
- in the past two years
- is a pleasure to recommend
- was a student in two of my classes



## Describing Person's Qualifications

Discuss the person's qualifications for the graduate study in the chosen field. Statements of past performance, accomplishments, and contributions are helpful. The more relevant the items mentioned, and the greater the detail, the better your letter will communicate your positive recommendation.

### Sentences:

- Since the beginning of our collaboration
- I know him as an energetic and goal-oriented person.
- Some of the main Irina's attributes are her persistence and diligence sometimes even ranging with obsession with work.
- He grasps new concepts quickly and accepts constructive criticism and instruction concerning his work.
- While she was with us she supervised the maintenance of all computer networks.
- This responsibility involved working with 42 separate offices.
- He has proactively joined research at our institute.
- I would like to mention here, that John is accurate and thorough in his research, pays attention to details and has no dread of routine work.
- His extraordinary ability to analyze problems and outline necessary courses of action was invaluable.
- In a class of thirty, he completed the course with the second highest grade.
- That was mostly due to her assiduity and devotion to work that she was soon able to proceed with actual experiments.
- I would like to say that it is pleasant to work with Michael, he is reliable and intelligent person with good sense of humor.
- Her greatest talent is in developing innovations for new products.
- John always takes an active part in scientific discussions, demonstrating maturity, strong ability to defend his ideas while paying careful attention to opponent's remarks.
- She finishes her work on schedule.
- When she has a concern or question about an assignment, she speaks her mind clearly and directly, giving voice to what others may feel but cannot or will not say.
- From our collaboration I can conclude that George has a strong motivation for scientific work.
- He is a focused and determined person.



**Phrases:**

- a creative problem-solver
- always cheerful and dependable
- always behaves professionally
- broad range of skills
- can attest to his integrity
- careful attention to detail
- comments are well thought out and clearly articulated
- communicates her ideas clearly
- communicates effectively in writing
- completely loyal and trustworthy
- demonstrated particular strengths in
- follows tasks through to completion
- gets along well with others
- handles responsibility well
- has a take-charge personality
- has a flair for organization
- her sensitivity and concern for others
- is innovative and creative
- is a tireless worker
- is mature beyond her years
- is intelligent and ambitious
- is personable and easy to work with
- keeps calm under pressure
- meticulous attention to detail
- one of our finest,
- most well-rounded undergraduates
- outstanding leadership abilities
- punctual and hard working
- self-motivated individual
- wide-range knowledge of
- willing to go beyond what is required
- willing to take on new responsibilities
- works efficiently and effectively
- works well with little supervision

**Good Endings**

Close with a clear statement of your recommendation and a willingness to cooperate further.

**Sentences:**

- Mr. Bright will be a great addition to your program.
- If I can further assist, please e-mail or call me.
- Jane Bright has my strong recommendation.
- She will be a credit to your program.
- I am confident that Mr. Bright will continue to be very productive.
- He has my highest recommendation.



- I give her my highest recommendation, without reservation.
- Please send e-mail or call me if you have further questions.
- I believe in John's outstanding abilities for scientific work and strongly recommend him for further education at your university, where he can develop and apply his bright talents.
- It is satisfying to be able to give him my highest recommendation.
- I hope this information proves helpful.
- I enthusiastically recommend Mr. Bright as a promising candidate.
- Seldom have I been able to recommend someone without reservation.
- It is a pleasure to do so in the case of John Bright.
- I will be pleased to answer any additional questions you may have.
- I am very interested in Mr. Bright's application and will be happy to provide further information.

**Phrases:**

- every confidence in her ability to
- give my unqualified recommendation
- has always proved satisfactory
- has my highest recommendation
- have admiration and respect for
- have no reservations
- in hope this information proves helpful
- if I can further assist
- if you have further questions
- if you need additional information
- if you would like more information
- recommend without reservation
- recommend her very highly
- request your favorable consideration of
- should be given serious consideration
- should you have any questions
- will meet your expectations
- will be successful in any enterprise he undertakes
- will be a credit to your
- will measure up to your high standards
- will be a great addition to
- would be an asset to your program
- would be a valuable addition to

**Words to Avoid**

Do not include comments about race, color, religion, handicap, sex, national origin, marital status, or parental status. Exercise 2. Visit this link.



## Activity 4

Read the following information and then fill in the gaps replacing the words in **bold** with the information requested.

Dear [Name of Employer or Graduate School Committee]:

I am pleased to write a letter of recommendation for **[name of student]**. I highly recommend **[name of student]** to your organization for the position of **[job title]**.

I have known **[name of student]** for the past **[number of months, semesters, years]** as **[he/she]** has taken the following courses that I teach: **[list courses, give brief description of content of course]**. As **[his/her]** professor, I have had an opportunity to observe **[his/her]** participation and interaction in class and to evaluate **[name of student]**'s knowledge of the subject matter. **[He/she]** is an outstanding student in all respects. **[Name of student]** has proven that through hard work, follow-through, and team work, **[he/she]** can accomplish tasks in a courteous and timely manner.

**[Give one or two specific examples of the student's performance. Also, list other activities that the student is involved with at the university and outside of the university. Point out the areas in which this individual has learned and had the chance to grow with these opportunities.]**

**[Name of student]** is well equipped to grow from challenges that **[he/she]** is presented with. **[His/her]** **[list three key traits (examples: patience, teaching ability, strong computer programming skills...)]**, prepare **[him/her]** beautifully for your **[company/organization/school/program]**. I strongly endorse making **[name of student]** a member of your team at **[list company name/school/program]**.

Sincerely,

**[Your Name]**

**Phone number**

**Email Address**



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## USEFUL PHRASES [INFORMAL/PERSONAL LETTER]

It is a type of letter (or informal composition) that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another. It's longer than a dashed-off note or invitation and is often handwritten and sent through the mail.

When writing personal letters you find out that the phrases or sentences you need to use are informal writing. You will now read some of the most common sentences of phrases you use in each of the parts of this letters.

**DATE:** month/day/year

**ADDRESS:** Smith Street/Zip code: 20027/Texas

### GREETING

Dear/Hello/Hi ... (,)

### INTRODUCTION

- It's great to hear from you. / Many thanks for your e-mail / letter.
- Sorry it's taken me so long to write back. / I haven't written for ages but ...
- I've been quite busy recently. / You've to know that I've been working hard.
- How are you? / How are things (with you)? / How's it going? / How's life?
- I hope you're fine. / I hope you and your family are well. / I do hope this e-mail / letter will find you in good health and spirits.
- Just thought I'd drop you a line.

### REFERRING TO GOOD/BAD NEWS

- Glad / sorry to hear / read about ...
- I'm really glad / very happy to hear / read about ...
- I'm extremely sorry / very sad to hear / read about ...

### MOVING THE TOPIC ON

- By the way, have you heard about ... / Did you hear about ... / Tell me about ...
- Oh, another thing I wanted to mention ... / So you want my advice about ...
- Anyway, the reason I'm writing ... / Anyway, I was wondering ...
- I thought I'd write to tell / ask you ...

### ENDING

- Well, time to go / to close! / Got to go now! / I've got to leave off now! / That's all for now.
- Looking forward to hearing from you. / Hope to hear from you soon. / Write back soon!
- Make sure you write soon! / Keep in touch! / Drop me a line if you have time!
- Take care of yourself! / Look after yourself!
- Let me know if you need anything. / Just give me a call if you have any questions left.

**SIGN-OFF**

- Yours (,) / Your friend(,) /
- Best wishes(,) / All the best(,)
- Hugs(,) / Hugs and kisses(,)
- Love(,) / Lots of love(,) / All my love(,)
- Take care(,) / Bye for now(,)

**Activity 5.-** Look at the following words in the box. Then label each of them in the correct category. You can look at the previous information.

How's everything going?	Hope to hear from you soon	Take care	Thanks for your letter and telling me all your news
Say hello to your family and friends	Sorry I haven't written you sooner. I've been away on holiday	Please write back soon	It was great to hear from you the other day

To begin a letter	To end a letter



**Activity 6.** Read the following sample letter below and circle **True** or **False** for these sentences.

		True	False
1	Dani thinks Friday is the best day if the week		
2	Dani likes French		
3	On Friday Dani has an ICT class before her French class		
4	Mr. King is the PE teacher		
5	Dani goes to the sport centre to play basketball		

Dear Sabrina

Thanks for your letter and it was great to hear from you. You asked me to tell you about my favourite day of the week. Well, it's definitely Friday.

One reason I like Fridays is because I have my favourite subjects at school: PE and Chemistry. Chemistry's great because we do experiments in the Science lab and our teacher, Mr King, is so funny. In PE we usually play basketball, which is my favourite sport. I'm good at it because I'm quite tall. Our team usually wins.

We also have French on Fridays, which is actually my least favourite subject, but after that we have ICT which is much more interesting. At the moment I'm creating a webpage for our basketball team. After school I hang out with my friends, and then in the evening I play football at the sports centre. On Friday nights we sometimes go to someone's house for a party or to watch a DVD. We can relax a bit on Friday evenings because there's no school on Saturday.

Tell me about your favourite day in your next letter. Hope to hear from you soon.

Love

Dani



## Block IV. Redacción Y Traducción De Textos y/o Correspondencia

### Activity 1

- **Aprendizaje Esperado:** Produce textos y correspondencia de inglés a español y viceversa, mediante el uso de herramientas tecnológicas y aplicaciones que se encuentran en su contexto para favorecer su desarrollo creativo en la traducción de escritos diversos.
- **Atributo (s):** **5.1**-Sigue instrucciones y procedimientos de manera reflexiva, comprendiendo como cada uno de sus pasos contribuye al alcance de un objetivo, **5.2**-Ordena información de acuerdo con categorías, jerarquías y relaciones, **5.3**-Identifica los sistemas y reglas o principios medulares que subyacen a una serie de fenómenos.

**Conocimiento (s):** Elementos de cohesión, coherencia y énfasis en textos de correspondencia (Solicitud, Queja, Recomendación, Cartas Personales)

#### Previous Reading

This block aims to reinforce the topics seen in block III. We will consider the information in block three to do the reading and translation activities.



You can consider the following information to review the elements of a letter.





**Activity1.** You have recently bought a 3-in-1 stereo set from Murphy Electrical Stores, Talbot Street, Dublin 1. It has broken down and Murphy's have repaired it once. Now the CD part of it is broken and you would like a new one but Murphy's have refused to give you one. You have decided to write to the manufacturers/makers of the stereo to complain.

**Remember to write the following:**

1. Your address.
2. The date.
3. Department or person you are writing to.
4. The address you are writing to.
5. The greeting.
6. In paragraph 1 give the reason you are writing.
7. In paragraph 2 give the detail of your complaint.
8. In the last paragraph say what you would like to happen.
9. Ending.
10. Your signature.





**Activity 2.** Read carefully the following sample of the elements considered in a recommendation letter. Then translate it in the spaces below.

Date  
Address  
Contact Numbers

To Whom It May Concern:

I have known Michel Andrews for approximately 3 years. We met while volunteering at a local Community Center.

Michel Andrews dedicated, energetic, positive and conscientious in whatever she undertakes to do. She is a friend, as well as, a support in my self-employment venture. I would not hesitate to hire her to do a job and be confident that that job would get done well.

Sincerely,

Sign  
Name  
Job Title  
e-mail



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**Activity 3.** Rewrite in English the recommendation letter in activity 2, this time you will have to replace the labels with the information requested.

Example:

Instead of writing the word *Date*, you will write the actual Date: December 23rd, 2021.

Make sure to write the accurate words and information in the correct order.





**Activity 4.** Read carefully the following sample of the elements considered in a personal letter. Then translate it in the spaces below.



**Heading/Date** October 25, 2012

Dear Grandma, **Greeting**

**BODY**

I had fun opening my birthday present from you! Thank you so much for all the cool Legos! I had to start building them right away. It took me a long time to build the police station but I'm so happy I kept trying when it was hard. Are you proud of me? Building the mini-figures went fast. When can you come visit me so I can show it to you? Sooooooner rather than later, please!

**CLOSING** Lots of love,

WHAT'S THE  
PURPOSE OF  
THIS  
LETTER?

**signature** Zach

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**Activity 5.** Choose one of the following: Application, Complaint or Recommendation letters. Then write the elements that must be considered in that type of letter. Make sure to use phrases or sentences used in the previous activities.

The diagram illustrates the structure of a letter with the following fields:

- Your Address**: A box with four lines for writing the recipient's address.
- Date**: A box with three lines for writing the date.
- Name and address of company**: A box with three lines for writing the company's name and address.
- Greeting**: A box with three lines for writing the opening of the letter.
- Content**: A large box with eight lines for writing the main body of the letter.
- Sign off**: A box with two lines for writing the closing of the letter.
- Signature**: A box with two lines for writing the signature.



**Activity 6.** Choose A, B, C, D or E for the correct answer.

Read the following text to answer questions 1 and 2.

Dear Karen,

How are you? Long time no see. I plan to visit you next holiday. I have prepared many things such as souvenirs from my vacation in Japan last month. Now I'm still busy with my school activities.

I hope I can meet you. I want to hang out with you and your sisters.

I'm looking forward to meeting you soon.

Best wishes.

Mary

1. What is the possible relationship between the sender and the recipient?

- A) Sister
- B) Neighbor
- C) Brother
- D) Schoolmate
- E) Nephew

2. Which of the following statements is true based on the letter?

- A) Karen and Mary have not met before
- B) Karen wants to go to Japan
- C) Karen wants to visit Mary next holiday
- D) Mary has a souvenir to Karen
- E) Mary is busy with her school activities.



## TESTS (BLOCK I TO IV)

### TEST BLOCK I

1. Punctuation is a system of symbols that we use when \_\_\_\_\_ a language.
  - a) Speaking
  - b) Writing
  - c) hearing
  
2. What are the symbols used in this system called?
  - a) Punctuals
  - b) Punctuations
  - c) punctuation marks
  
3. Which are examples of punctuation marks?
  - a) commas and full stops
  - b) dollar and pound signs
  - c) plus, and minus signs
  
4. "Full stops" are also called
  - a) periods
  - b) endings
  - c) points
  
5. Which CANNOT come at the end of a sentence?
  - a) a period
  - b) a colon
  - c) an exclamation mark
  
6. You must put a space \_\_\_\_\_ every comma in a sentence.
  - a) Before
  - b) Around
  - c) after
  
7. What's the punctuation mark indicating a question called?
  - a) a question tag
  - b) a question mark
  - c) a question sign



8. Which can be used to express strong feelings in written English?

- a) an exclamation mark
- b) a quotation mark
- c) a backslash



9. Quotation marks are put \_\_\_\_\_ the words being quoted.

- a) Before
- b) After
- c) before and after

10. In British English, ( ) are called "round brackets", but in American English they're often called

- a) round braces
- b) square brackets
- c) parentheses

11. Phrases are grammatical units that consist of

- a) one or more words
- b) more than one word

12. A noun phrase with more than one word can consist of a noun and words that

- a) replace the noun
- b) qualify the noun

13. "The tour includes three Asian countries." Which is a noun phrase?

- a) The tour includes
- b) three Asian countries

14. A verb phrase consists of a main verb and its

- a) auxiliary verbs
- b) phrasal verbs

15. "She has been studying all day." Which is a verb phrase?

- a) studying all day
- b) has been studying

16. An adjective phrase can be a single adjective or a group of words built around

- a) an adjective
- b) a single noun



17. "Cats are playful pets, but dogs are very loyal as well." This sentence has

- a) one adjective phrase
- b) two adjective phrases

18. Which sentence has an adverb phrase?

- a) She sings very nicely.
- b) She sings very nice songs.

19. A prepositional phrase consists of a preposition and its

- a) object
- b) subject

20. "We always play football after work." Which is a prepositional phrase?

- a) always play football
- b) after work

21. Identify the sentence structure: Birds fly, and they migrate towards the south when it is wintertime.

- a) Complex
- b) Compound
- c) Compound-complex
- d) Simple

22. Identify the sentence structure in the following: Mrs. Johnson writes in her journal as she listens to a U2 album, and she prefers to do this on cloudy days.

- a) Complex
- b) Compound
- c) Compound-complex
- d) Simple

23. Identify the type of clause underlined in the following sentence: Bugs Bunny was a great philosopher and trickster in his Warner Bros. cartoons.

- a) Dependent clause
- b) Independent clause

24. Identify the sentence structure: Hank the Cowdog chased Pete the Barn cat into Sally Mae's Iris patch, and she was mad!

- a) Complex
- b) Compound
- c) Compound-complex
- d) Simple



**25.** Identify the sentence structure: After school on Thursday, I threw snowballs at three funny boys.

- a) Complex
- b) Compound
- c) Compound-complex
- d) Simple



## TESTS BLOCK II.

1. Circle “T” for *True* or “F” for *False* according to the following statements:

A synthesis is the same as a summary:

A) True

B) False

2. Both a summary and a synthesis require deep knowledge and further research of the topic:

A) True

B) False

3. A summary is longer than the original text:

A) True

B) False

4. A synthesis requires the writer to apply some of their own knowledge into it:

A) True

B) False

5. A science magazine is used to promote general culture and random information regarding a lot of topics:

A) True

B) False

6. Understanding the topic prior to the reading makes it easier to summarize the text:

A) True

B) False

7. One key detail we must pay attention to is the verb tenses:

A) True

B) False

8. We must first know what type of reading we are doing before attempting to make a summary or even a synthesis:

A) True

B) False

9. Doing a quick reading of the text to find important information makes a synthesis or a summary easier:

A) True

B) False



10. A sentence can have more than one subject and one predicate:

- A) True
- B) False

Complete the following sentences by writing the correct tense of the verb in brackets (1 to 10)

- A. My uncle \_\_\_\_\_ a lot about electricity because he is an engineer. (Know – Present simple)
- B. The teacher \_\_\_\_\_ me to do a lot of homework this week. (Ask – Present continuous)
- C. Maria Carey \_\_\_\_\_ her new album this year. (Release – Past simple)
- D. The squirrel \_\_\_\_\_ her acorn near the tree. (Bury – Present Perfect)
- E. Four dogs \_\_\_\_\_ a cat down the street. (Chase – Past simple)
- F. I \_\_\_\_\_ at the UQROO for seven years. (Work – Present perfect continuous)
- G. The car \_\_\_\_\_ before it broke down. (Work – Past Perfect)
- H. They \_\_\_\_\_ when I came into the room. (Study – Past continuous)
- I. My mother \_\_\_\_\_ all day last week. (Cook – Past perfect continuous)
- J. Jeremy \_\_\_\_\_ to college next year. (Go – Future continuous)

Complete the chart with the missing verb tenses:

Infinitive	Present	Past	Participle



Conjugate the verb in **bold** to complete the chart.

Verb:	Go	See	Study	Practice
<b>Present simple</b>	Go			
<b>Present continuous</b>				
<b>Present perfect</b>				
<b>Present continuous perfect</b>				
<b>Past simple</b>				
<b>Past continuous</b>				
<b>Past perfect</b>				
<b>Past perfect continuous</b>				
<b>Future simple</b>				
<b>Future continuous</b>				
<b>Future perfect</b>				
<b>Future perfect continuous</b>				

Write “Synthesis” or “Summary” on the lines to state if the following idea belongs to either one:

- A \_\_\_\_\_ describes a text with the words of the author, removing *filler* information.
- B. A \_\_\_\_\_ is the interpretation of the text by the reader, who uses their own words to explain the idea or ideas.
- C. \_\_\_\_\_ can be done by anyone, regardless of their knowledge about the topic.
- D. A \_\_\_\_\_ should be done with scientific documents since doing a \_\_\_\_\_ may prove a challenge if the reader doesn't understand the topic.
- E. If one is doing a \_\_\_\_\_, one must find the key words and use connectors to link them together properly.
- F. A \_\_\_\_\_ is more reliable for future references since the information has not been altered by a second or third individual.
- G. A \_\_\_\_\_ requires a more in-depth understanding of the topic.
- H. When doing a \_\_\_\_\_ we must take into consideration external factors.
- I. When doing a \_\_\_\_\_ we only focus on the information we have at our disposal in the text.
- J. One must be good at paraphrasing when doing a \_\_\_\_\_.



Fill in the following chart about the grammatical structure of verb tenses:

(Use the example given as a guide)

Verb tense	First	Second	Third	Fourth	Fifth	Sixth
Present S.	Subject +					
Present Per.	Subject +					
Present Con.	Subject +	Am/Is/Are +	Verb with - ing	Complement		
Present P. Cont.	Subject +					
Past S.	Subject +					
Past Per.	Subject +	Had +	Participle			
Past Con.	Subject +					
Past P. Cont.	Subject +					
Future S.	Subject +	Will +		Complement		
Future P.	Subject +					
Future Con.	Subject +					
Future P. Con.	Subject +	Will +	Have +	Been	Verb with - ing +	Com.

State in what time the following sentences are taking place (Present, Past, Future):

- 1.- I went to the mall yesterday. (\_\_\_\_\_)
- 2.- I visited my grandmother. (\_\_\_\_\_)
- 3.- We found Atlantis last month. (\_\_\_\_\_)
- 4.- My friend will marry her girlfriend this year. (\_\_\_\_\_)
- 5.- They played all night. (\_\_\_\_\_)
- 6.- I will have known how to cook by the time you arrive. (\_\_\_\_\_)
- 7.- The United Nations of the World helped Africa's water problems. (\_\_\_\_\_)
- 8.- I wake up everyday at 6h30m. (\_\_\_\_\_)
- 9.- My cat and dog fight all the time. (\_\_\_\_\_)
- 10.- I studied very hard for the prior exam. (\_\_\_\_\_)



State the tense of the following verbs:

**Present simple – Present Perfect – Present Continuous – Present Perfect Continuous**

**Past simple – Past Perfect – Past Continuous – Past Perfect Continuous**

**Future Simple – Future Perfect – Future Continuous – Future Perfect Continuous**

1. Studies (\_\_\_\_\_).
2. Practiced (\_\_\_\_\_).
3. Is learning (\_\_\_\_\_).
4. Will be (\_\_\_\_\_).
5. Have seen (\_\_\_\_\_).
6. Is reading (\_\_\_\_\_).
7. Will have known (\_\_\_\_\_).
8. Was watching (\_\_\_\_\_).
9. Will have been understood (\_\_\_\_\_).
10. Has been doing (\_\_\_\_\_).

Circle if the information below is either **Important information** or **Filler** for a Summary/Synthesis.

1. Headings.
  - a. Important
  - b. Filler
2. Information regarding the topic's main idea.
  - a. Important
  - b. Filler
3. Comments.
  - a. Important
  - b. Filler
4. The conclusion.
  - a. Important
  - b. Filler
5. Dates and specific points in time.
  - a. Important
  - b. Filler
6. Paraphrasing of the same idea repeatedly.
  - a. Important
  - b. Filler
7. Opinions of the author.
  - a. Important
  - b. Filler
8. Places or locations.
  - a. Important
  - b. Filler



9. The title of the document.

- a. Important
- b. *Filler*

10. Subheadings.

- a. Important
- b. *Filler*



### TEST BLOCK III

#### TEST 1. Re-write the following letter of application in the correct order

**a** I am presently employed by a small computer company, but I feel that I am not using my knowledge of software engineering to the full. I am looking for a more challenging position where my field of specialisation could be exploited in a more stimulating environment. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.

**b** I would be pleased to discuss my curriculum vitae with you in more detail. Please do not hesitate to contact me if you require further information. I look forward to hearing from you.

**c** Dear Ms Johansson

**d** 12 January 2004

**e** I am writing to apply for the position of Director of Software Development which was advertised on your company website.

**f** 31 Bloomington Street  
London  
SK45 BX123

**g** Carry Johansson  
12 Hamilton Street  
Brighton  
FH2 6KX

**h** Peter Sellers

**i** Yours sincerely



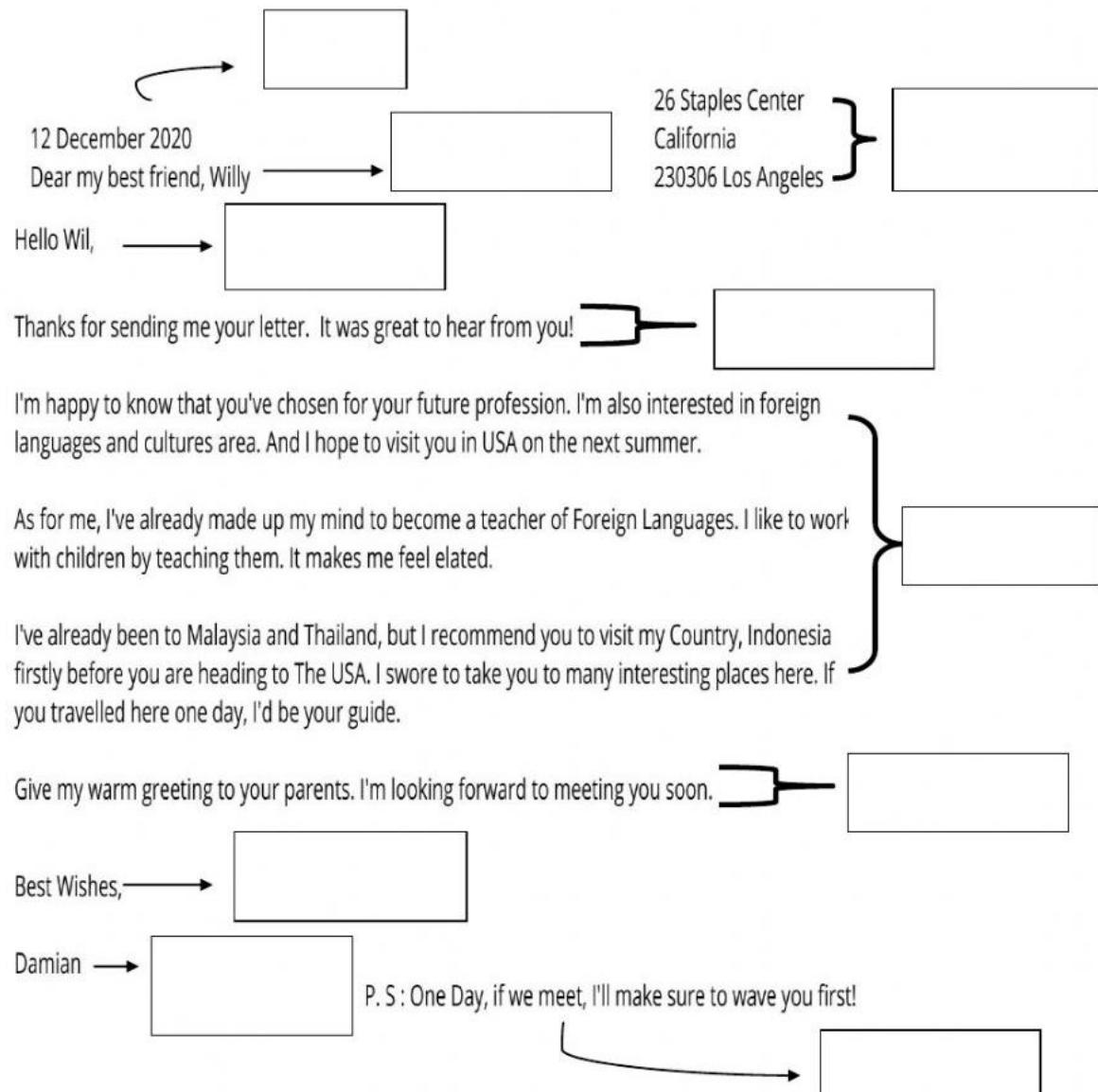


**TEST 2.** Read the chart information, then label each of the categories using the correct word. Use the words seen on the section “**Useful Phrases [Informal/Personal Letter]**”



Exercise Personal Letter Stuff

Read The Personal Letter below, then identifying it based on its Generic Structure!





## BLOCK III

### TEST 3.

Instructions. You have bought a pair of trainers which are faulty – the sole of the trainer has become unglued after one day. In your copy, write a letter of complaint to the company/shop from which you bought it, giving all the details and asking them to replace or refund your money.

Remember to write the following:

1. Your address.
2. The date.
3. Department or person you are writing to.
4. The address you are writing to.
5. The greeting.
6. In paragraph 1 give the reason you are writing.
7. In paragraph 2 give the detail of your complaint.
8. In the last paragraph say what you would like to happen.
9. Ending.
10. Your signature.





## BLOCK IV

### TEST 1

Write a letter to your Principal telling him/her of a bullying situation in the school that you know about. Tell him/her what has happened, how long it is going on for and what you think is needed to improve the situation.

Remember to write the following:

1. Your address.
2. The date.
3. Departament or person you are writing to.
4. The address you are writing to.
5. The greeting.
6. In paragraph 1 give the reason you are writing.
7. In paragraph 2 give the detail of your complaint.
8. In the last paragraph say what you would like to happen.
9. Ending.
10. Your signature.





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## ANSWER KEY

### Block III. Activity 2.

Dear Mr Lai,

I am writing to draw your attention to the anti-social behaviour of your tenant, Mr Jason Phillips, who is currently renting your property at Flat C, 29/F Dragonflower Mansion, Central.

On three occasions over the past two weeks, I have had to ask Mr Phillips to turn down his hi-fi player after midnight. On each occasion he was rude and unhelpful and refused using colourful language. The matter was only resolved when I eventually called the police and they persuaded him to reduce the noise.

In addition to this, Mr Phillips insists on storing his bicycle in the lobby area, which obstructs other tenants on their way into the lifts. I have been asking him politely since Christmas if he could keep it elsewhere but without success. In fact as Mr Phillips has recently found himself a girlfriend who also has a bicycle and consequently I often find two bicycles blocking my way when I try to enter and leave the building.

I would be grateful if you could take whatever action necessary to ensure that this situation does not continue.

Yours sincerely

E J Thribb



## TEST BLOCK I. ANSWER KEY

1. b) Writing
2. c) punctuation marks
3. a) commas and full stops
4. a) periods
5. b) a colon
6. c) after
7. b) a question mark
8. a) an exclamation mark
9. c) before and after
10. c) parentheses
11. a) one or more words
12. a) qualify the noun
13. a) three Asian countries
14. a) auxiliary verbs
15. a) has been studying
16. a) an adjective
17. a) two adjective phrases
18. a) She sings very nicely.
19. a) object
20. a) after work
21. a) Compound-complex
22. a) Compound
23. a) Dependent clause
24. a) Compound
25. b) Compound



## ANNEX 1. BLOCK I EXERCISES ANSWER KEY

**Reading comprehension Exercise 1:** After reading the text answer if this sentences are true, false or not mentioned.

1. c)Not mentioned
2. a)True
3. b)False
4. a)True
5. b)False
6. b)False
7. a)True
8. c)Not mentioned

**Reading comprehension exercise 2:** read the sentences and choose the answer that best completes them.

1. c)pays their followers to buy products
2. a) sell their products to their followers
3. d)be the same as other people's bios.
4. c) about similar subjects
5. d)doing all of the above.
6. c) Five tips on becoming a social media influencer

### Exercise 1. Punctuation Exercise.

Separates information into readable units.	, (Comma)
Marks the end of a sentence.	. (full stop)
Indicates that a list, quotation or summary is about to follow.	: (colon)
Used at the end of a sentence which is a question.	? (question mark)
Used to include extra or nonessential information in sentences.	( ) (parentheses)
Separates two complete but closely linked sentences.	; (semicolon)
Indicates either a contraction or a possessive.	' (apostrophe)
Links two or more words so that they work as one idea.	- (hyphen)

### Exercise 2. Punctuate the following sentences, inserting colons and commas where necessary.

1. I took five items: my jacket, a fishing rod, a peanut butter sandwich, a tooth pick, and a pen knife.
2. The guest list read as follows: Rev. Bill Hinter, Lady Smythe-Bottom, Gordon James, and Dizzy the Clown.
3. These were the reasons for his odd behaviour: fear of the dark, fear of confined spaces, fear of spiders, and way too much caffeine that morning.
4. Certain people are legends: Marilyn Monroe, James Dean, Houdini, and Charlie Chaplin.
5. He shook with fear when he saw what lay before him: a rocky path, a steep slippery slope, a cliff edge, and a fifty foot drop into the unknown.



### Exercise 3. Punctuate the following sentences, inserting quotation marks where necessary.

1. "Ariel is trying hard in school this semester", her father said.
2. "No", the taxi driver said curtly, "I cannot get you to the airport in ten minutes".
3. Mr. and Mrs. Brownley stated, "We refuse to use the elevator because of mechanical problems".
4. "He likes to talk about hockey", she said, "especially when the Stanley Cup playoffs are on TV".
5. Christina couldn't stop thinking about the poem "Dreams" by Langston Hughes.

### Exercise 4 Write the correct end marks on the blank lines.

Have you ever seen a duck-billed platypus? They look cute and fuzzy! They are so cute and fuzzy that one might not even notice the spur on the male platypus's ankle. One might also be surprised to learn that the venom in this ankle spur... COULD KILL A SMALL DOG! Do you want to know something even worse? This venom contains a chemical that heightens one's sensitivity to pain. That means that if you get hit with that spur, you'll be in more pain than you've ever felt EVER! I bet that you didn't know that. Oh, you did know that. Well, YOU'RE WELCOME FOR THE REMINDER!

### Exercise 5. Rewrite the sentences using ' . ? - ! : , in the correct place.

1. Mr. Paul is a Mathematics teacher.
2. After the rain had stopped: we left the building.
3. Did you see the news last night?
4. No, you cannot go to the movies.
5. Her mother-in-law bought her a present.

### Exercise 6. Identify the phrase type enclosed in brackets according to the information provided in the previous table, and write it in the space provided.

1. Houses are [unbelievably expensive] just now. Adjective phrase
2. We [met Paul] last week. Verb phrase
3. [A car that won't go] is not particularly useful. Noun phrase
4. I enjoy eating [in Indian restaurants]. Prepositional phrase
5. Don't you have to leave [early]? Adverbial phrase

### Exercise 7. In the following sentences identify the phrases in brackets and match them to the correct phrase category: adjective phrases, adverb phrases, verb phrases, prepositional phrases or noun phrases.

Sentences	Phrases	Matching pair
0. I hope to win [the first prize].	xi) Noun phrase	Example: 0 - X
1. The girl in [brown frock] is my sister.	a) Adverbial phrase	1-d
2. [Did you enjoy watching] the movie?	b) Prepositional phrase	2-c
3. [She always] drive with care.	c) Verb phrase	3-a
4. They are shouting [in a loud voice].	d) Adjective phrase	4-b
5. The train stopped at [Victoria Terminus].	e) Noun phrase	5-e



**Exercise 8.** Identify what kind of phrase is the one in bold letters and choose the best answer.

1. **Knowing what I know now**, I wish I had never resigned.  
a) Gerund phrase
2. **To see Niagara Falls** is mind-boggling  
e) Infinitive phrase
3. **Taking my dog** for a walk is fun.  
a) Gerund phrase
4. I went to UK **to study the language and culture**.  
d) Infinitive phrase
5. **Painted a brilliant white**, the small room appeared bigger.  
c) Participial phrase
6. The Florida panther, **the state animal of Florida**, is an endangered species.  
e) Appositive phrase
7. My idea, **a recycling bin for the office**, was accepted by the boss.  
e) Appositive phrase
8. The entire team, **their uniforms muddy and stained**, shouted for joy.  
b) Absolute phrase
9. **Walking in the rain** can be dangerous.  
f) Gerund phrase
10. **Their heads hanging down**, the whole group apologized.  
b) Absolute phrase

**Exercise 9.** Read the sentences and choose the best answer.

1. b) One independent clause
2. a) A subject and a verb
3. b) Two or more independent clauses
4. a) A coordinating conjunction
5. b) I like walking but my dog likes running
6. b) A dependent clause
7. a) A subordinating conjunction
8. b) Because he is funny
9. a) I was late because I missed my train.
10. a) One or more dependent clauses

**Exercise 10.** Write S for simple sentences and C for compound sentences.

1. A young man was jogging along the beach. S
2. Bisi continued to sink, so her hair grew longer and longer. C
3. The women went as usual along the forest path. S
4. The water was freezing, but not to worry. C
5. She had to take a deep breath. S
6. A wave would crash over her, but somehow the surfer would appear on the other side. C
7. We have lost our way of talking to the spirits. S
8. No one was injured in the explosion. S
9. Now the trouble was that the lights from the beach were dazzling her eyes. S
10. He said he was finding politics irritating, so he handed in his notice. C