Provincia de Buenos Aires
Dirección Provincial de Educación Superior
Instituto Superior de Formación Docente Nº 21 "Dr. Ricardo Rojas"
Merlo 499 – (1744) Moreno - https://isfd21-bue.infd.edu.ar

WRITTEN COURSE GUIDELINES

The purpose of this session is to help you become familiar with the use of written language from three different points of view:

- Comprehension (understanding what you read)
- Grammar (decoding the language and its rules)
- Written production (writing your own ideas)

That is why the first activity focuses on the *comprehension* of a text. To do so, you will produce hypotheses, answer questions and connect information from the text in certain ways.

Second, you will work on *language*. You will complete two texts, one with verb tenses and the other with connectors.

Third, you will *write* some ideas in English: ideas that you will get from an image and ideas from your own life experience.

Let's begin!

Comprehension Tasks

Pre-reading
As a reader, it is always a good idea to anticipate to the contents of a text before reading it. This means that before we read the main body of a text we can get mentally prepared for the message. For example: before opening a book, you look at the cover and you get information about the type of book it is: is it a school book about biology, chemistry, history, etc.? OR is it a novel? OR a book for children? They all look different, right?

In this case, before reading our text, let´s anticipate to its content with the help of the following question:

People moving to a foreign country may undergo pleasant experiences though they might also have to endure and overcome certain difficulties. In your opinion, what obstacles do you think they may have to face?

You can answer this question with phrases like these:
   "I think people moving to a foreign country can feel lonely sometimes."
   "In my opinion, people moving to a foreign country may not get a job."

Activity 1
Now you write your answer.

More ideas ➡️

be unemployed
HAVE NO MONEY
get citizenship   have no house.
miss their country

Vocabulary

Texts are made of words that connect to one another creating ideas in the mind of the reader. In the following exercise, you will read some words taken from the text and **without reading the text yet**, say whether you think the text will be about a funny story or a sad one. That is, you will predict in what way these words connect to one another.

Activity 2

Read the following words and answer this question: do you think the text will be about a funny story or a sad one?
Your answer could say something like:
"In my opinion, the text will be about a <u>funny/sad</u> story because the words ………………………… have a positive/negative connotation."

- ✓ Double citizenship

- ✓ work permit

- ✓ worsening

- ✓ Lettings agency: facilitator through which an agreement is made between an owner of a property and tenant to rent it.

- ✓ National insurance

- ✓ Housing benefits

- ✓ In the open: not secretly

- ✓ Scroungers: people who borrow from or live off others.

- ✓ Xenophobia

While-reading tasks
There are different ways of reading a text. You can read it quickly, trying to get some general information out of it, or you can read it more slowly, paying more attention to details. Let´s start by reading the text quickly while solving the following activity.

The text
Texts are always produced with an intention. Also, they are part of a communicative event in which there are participants. This means somebody wrote the text in a specific format for somebody else to read it. In this activity you will think about elements such as: the source, the writer and the possible readership. Use the dictionary if you need to understand these words.

Activity 3

Tick the right option for each of the questions below:

The text is a/an
a.   Article
b.   Blog post
c.   Autobiography

It has been extracted from
a.   A blog
b.   A newspaper
c.   A book

It was written by
a.   A Canadian who moved to Romania and wants to get a double citizenship.
b.   A Romanian who moved to Britain and worked as a secretary.
c.   A foreigner who moved to the UK and was denied the right to be treated by a doctor.

Who might be interested in reading this article?
a.   Foreigners who may be planning to move to the UK.
b.   Journalists interested in writing about Romanians.
c.   British citizens who are planning to move to another country.

The Guardian

British identity & society

Six real life stories of migration

[.....]

Emma Howard and Guardian readers

Wed., 9 July, 2014

"I am afraid for my safety in this country because of my national origin"

Alexa123, moved from Romania to the UK

I am a Romanian with double citizenship. Romanians were given full rights to work in the UK at the beginning of this year. I first came to this country on a work permit in the late 90s. There has been a dramatic worsening of public attitudes towards Romanians since then. I returned in 2007.

Since then a lettings agency asked me to provide a British guarantor, a GP's secretary told me flatly "we do not take Romanian patients" and a bank clerk said to me: "we don't accept Romanian customers".

I've paid tens of thousands of pounds in national insurance and never taken a penny out in benefits - no housing benefits, no tax credits, no child benefits - nothing at all. I have contributed to this society, which I have begun to think of and love as if it were my own. I have British friends who respect me for the person I am but for the first time I am afraid for my safety in this country because of my national origin. While I agree that immigration must be discussed in the open, the way Romanians are presented to the public by officials and by the media - as benefit scroungers who come here and create a housing crisis - only stirs up hatred and xenophobia. It could hurt the UK's image as a tolerant society, discourage foreign tourism and talent from choosing the UK. Britain and its people have a lot to gain from its positive image in the world. It would be such a shame to throw it away.

Activity 4

Now read the text again but slowly, paying attention to details, and say whether these statements are correct or wrong. Also, identify the words in the text that helped you decide.

a. The heading suggests that the writer of the text feels uncomfortable because British people discriminate her for being Romanian.

b. The writer claims that in the 90s, when she went to work in that country for the first time, she was treated in a better way than she is now.

c. She was rejected by a GP´s secretary but she was welcomed in a bank.

d. She has been able to make friends with some British people and she says she has not been ill-treated by them.

e. At the end of the text, she states that in spite of this xenophobia, Britain's reputation is not at stake.

Activity 5

Next, answer these questions

a.   Why is Alexa worried about her origin?

b.   Why are Romanians being discriminated?

c.   Why does she think this attitude can damage UK's image?

After reading tasks

After reading something we discover that our previous ideas may agree or disagree with the ones in the text.

Activity 6

Now that you have read the text, re-write what you anticipated in the pre-reading section. This time, you can include specific information. Please write your answer in two sentences.

For example:
"In this text we read about Alexa, a woman who does not have problems with her job. She is scared because the English society is discriminating her."

Write your answer here:

Language: Tenses and connectors

Now, let's work with language. Read the following texts and choose the correct option between the three offered in each case.

This first text deals with tenses. If you need to revise this aspect of language, here you are some videos:
https://www.youtube.com/watch?v=LH57BAO9K88 (To be)
https://www.youtube.com/watch?v=Z19NAX_gWxI&t=7s (Simple Present)
https://www.youtube.com/watch?v=9EZxneAehLM&t=13s (To be in the past)
https://www.youtube.com/watch?v=7Mni3yDpIWo&list=PLpLRk365gbPaY0U_9z
YYRY5JmStMZ_9NSI&index=16 (Past and Past Perfect)
https://www.youtube.com/watch?v=_8ObuO5neR0&list=PLpLRk365gbPaY0U_9
zYYRY5JmStM_Z9NSI&index=17 (Present perfect vs Past Perfect)

Example:
In 1, the correct option is "*Has always been"* because this is the present perfect and we use this tense and aspect to indicate that the hostility towards immigration started in the past and continues at the moment of the message, 2014.

Activity 7
Public Perception about Immigration

There 1.**has always been/was always/had always been** some hostility towards immigration in the UK. There 2. **will be/were/are** divisions over its cultural impact. More people think immigration is good for the economy, but some people surveyed 3. **feel/have felt/are feeling** it has more costs than benefits. But English society in the past 4- **did not value / valued / had valued** immigrants' with skills as they do today. Immigration 5.**had been/ has been/ was** a key driver of the *Leave vote in the referendum, researchers found. Whatever the level of opposition, the British in general 6. **are/will be/were** more tolerant of immigration than most other countries.

Leave vote This means to vote in favour of Brexit; which means to leave or abandon the European Community

Adapted from BBC (21 Jan, 2020). Briefing - Immigration. Available at https://www.bbc.com/news/uk-50132840

In this second text, you have to choose the correct connector between the three options given. Also, think about the justification for your choice.

Example:
7 – *but* is the correct answer because *But* indicates contrast and the ideas it connects are opposing each other. *And* indicates addition; the two ideas are similar. *Or* indicates an alternative option.
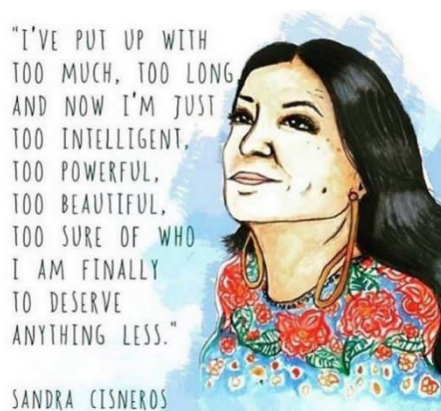
Activity 8

I am a black Canadian **7- and/ or /but** everyone, apparently, likes Canadians, Americans, Australians or South Africans coming to the UK. **8 Although/ When/ If** we take a lot of jobs, no one complains. We are hired and paid even **9- most/ less/ more** than any British citizen, but no one minds. I wonder: "British people do not discriminate us **10- why /because/as** we are normally white, don't they?" In fact, I have experienced more racism in the UK than in Canada.

People are always nice to **11-her/you/me** when they hear my accent. My accent is welcomed **12 -but / and / or** my brown skin is not. I have been insulted; people made monkey noises **13- in / on / at** me. But I can`t talk **14 -about/ over / around** these things with my friends because they want to pretend there are not race problems in Britain.

Writing

It´s time to finish with some written production. In the story *The House on Mango Street* Sandra Cisneros deals with discrimination, sexism, migration and the power of writing as a tool to achieve freedom. Look at the following image.

"I'VE PUT UP WITH TOO MUCH, TOO LONG AND NOW I'M JUST TOO INTELLIGENT, TOO POWERFUL, TOO BEAUTIFUL, TOO SURE OF WHO I AM FINALLY TO DESERVE ANYTHING LESS."

SANDRA CISNEROS

Which of the three hashtags below would you choose for her Instagram post?

#LatinPeoplesChains
#Ifeelfree
#Wevelostthefight

Why? Give reasons for your choice taking into account the topics in *The House on Mango Street* and if possible the vignettes in it.
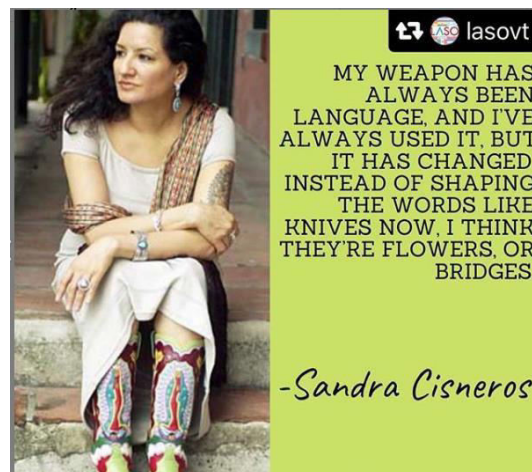
Example:

I would choose #Ifeelfree. First, Cisneros is a woman and she expresses her female feelings in her book. Second, she is against housewives because she does not like her mother's kitchen work. Third, she does not like depending economically on a man.

I base my opinion on these vignettes: "Marin" and "Smart Cookie".

Activity 9

Now you do the same with this post.

And these hashtags:

> #Wordsmeanfreedomandpower
> #Themostimportantthingistofight
> #Downwithbridges

You can go over these three vignettes to write your paragraph: "My name", "Hips" and "Born Bad".

Write your answer like this:
I would choose the hashtag #...   because…

Activity 10

Finally, in this lesson we have worked on the relationship between migration and discrimination. Related to this topic, write about **one** of the following options in around 80 words:

✓   Have you ever felt discriminated on the basis of origin, religion, sex or economic status?
✓   Have you ever felt you "did not belong in" or you "did not fit in" a group? Why?
✓   Have you ever travelled to a place (not necessarily another country) where you felt discriminated against?

If you have not undergone an experience as the ones described above, write about the experience of someone you know.

Organise your ideas in a paragraph. You can choose one of these sentences to begin with:
   o   I have once been discriminated against because of my (sex, sexual orientation, origin, religion, etc.
   o   When I was … years old, I felt I did not belong/fit in a group.
   o   I felt segregated/ discriminated against when I went to……………
   o   My best friend / One of my classmates at school / My mother / My brother…………

Recapitulation

What things have you learnt? Tick them off

- I have been able to notice the writer's intention in a text.
- I have been able to pick up the main ideas from a text.
- I have been able to modify my previous knowledge with new information.
- I have been able to notice when to use the correct tense and aspect.
- I have been able to apply some language words correctly.