

Hi folks,

Here comes the work for the penultimate week of the course!

For this week, we finish unit 7 and we start with unit 8. Thus, we explain the final task for unit 7, which will as usual consist of a writing: an *opinion essay*. This activity is to be handed in via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com). As you know, it's only 2 more weeks before the course is over, so we will only have time to work with the grammar of unit 8: *the Second Conditional*. There will be a thorough explanation on form and use, including grammar activities and a small writing. As usual, we include answer key for grammar activities, and you have to send me the 2 writing activities via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com). Since the end of the course is coming, I'm going to set up a deadline for the writing assignments: Tuesday 16<sup>th</sup> June, which means that assignments sent after that date won't be corrected.

Remember it is your responsibility to work with all these exercises and correct yourself. And of course, if you have any doubt, just let me know and I will be willing to help you.

I know this has been an odd course that is finally reaching the end so stay strong for the last activities.

Cheers!

Alicia

# June 8<sup>th</sup> to 12<sup>th</sup> 1<sup>st</sup> session

This week, we start with writing. To finish with unit 7, we are going to work with opinion essays. As usual, we start by having a look at a model text. Then, we learn to use linkers to introduce arguments. Finally, we plan and write our opinion essay.

All the exercises for the 1st session have an answer key at the end of this document, so you have to do exercises first and then correct yourself. Afterwards, write your essay and send it via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com).

## 1. Writing: An essay → a model text

Go to page 79 of your Smart Planet Student's Book. Read Gaby's essay and

### Do exercise 1, page 79.

What you've just read is an opinion essay. An **opinion essay** is a formal piece of writing which requires your **opinion** on a topic. Your **opinion** should be stated clearly. Throughout the essay you will give various **arguments/reasons/viewpoints** on the topic and these will be supported by evidence and/or examples. Before writing our opinion essay, let us work with linkers for opinion essays.

## 2. Writing: An essay → Linkers for introducing a series of arguments.

When we write narratives, we use linkers to show the way the actions are organised (*e.g. first, then, later...*). When we are expressing our opinion, we also need linkers to organise our ideas and to make the reader arrive to our conclusions.

As you can see in page 79, examples for linkers include:



Now, let us work with linkers!

### Do exercise 2, page 79

### Do exercise 3, page 79

Thus, **Linkers** are words that relate one idea or sentence of the text with another. They connect the ideas logically. Why are they used? They give direction to the writer. They are also used to guide the reader through his/her thoughts.

Pay attention to the fact that linkers are normally separated from the main sentence with a comma.

### 3. Writing: An essay → Planning, writing and checking.

Now, it is your turn to write your text.

#### **FINAL TASK:**

Write a for and against essay. Write between 110-130 words and hand it in via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com). Choose one of the following topics:

- “Social networking sites like Facebook are the best way for teenagers to communicate”
- “Teenagers are too dependent on mobile phones”

Remember when we write we must follow the following steps:

#### 1. **What?** (think about the type of text and the content)

In this case, we have to write a for and against essay, which means that we have to include both sides of the argument.

- Firstly, the **type** of text will determine the way we organise information. We are going to write an argumentative text, which means that we have to convince the reader on a particular topic.
- Secondly, the **content** will determine the ideas we have to include. The first thing to do is deciding what topic you are going to write about. Then, to come up with ideas, a good exercise would be doing some brainstorming. Take a paper and write as many ideas as you can about the topic you are going to write about. You don't have to decide about your viewpoint yet or the relevance of your ideas.

#### 2. **How?** (Structure and organisation of ideas)

Let's have a look at the model text again:

#### **Do exercise 4, page 79**

Once you have chosen your topic and decided what viewpoint you are going to support, it is time to work with structure. Taking the ideas you've written before as a starting point, it is now time to decide what ideas you are going to include and in what order you are going to present them. Remember you need to organise ideas into different paragraphs. For your structure, you can use the following:

#### Look at **Content**

**When you write an essay, you can include the following:**

- an introduction
  - a paragraph with arguments in favour
  - a paragraph with arguments against
  - a conclusion, including your opinion
-

Thus,

- a. In the **Introduction**, you state what you are going to talk about, and you try to attract the reader's attention by telling an anecdote or by using a question, as in the model text.
- b. In the **Body** of your essay, you can include 2 different paragraphs, with ideas in favour and against.
- c. In the **Conclusion**, you give your opinion on the topic.

**3. Language and expressions** (think about the language you will need to write your text)

For **vocabulary**, you will need what we've worked with along the unit about communication and social networking sites. You will also need any word that you've come up with in the brainstorming.

For **grammar**, you will use mainly the present simple, the first conditional and modal verbs.

Finally, you will have to use **linkers** to organise your ideas.

You can also use the expressions in exercise 6 page 79.

**4. Write a draft** (remember to make a continuous process at this point, don't stop to check things and let it flow. You will check later)

**5. Check** your writing for mistakes (remember if you don't do this, the rest is useless)

You can use exercise 7 in page 79.

**6. Final version** (hand-writing, margins, space between paragraphs and so on)

Finally, just bare in mind that for me it is easier to correct your work in Word or Open Office format, so it would be great if you could hand it in this way. (via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com))

**Last day for sending your work: Tuesday 16<sup>th</sup> June.**

## 2<sup>nd</sup> session

We are going to work with unit 8 only for grammar. We work with a new point of grammar, in which we combine a concept we have already worked with (*the past simple*) and a new one (*conditional tense: would*) to work with another new one: *The Second conditional*. We watch a video about *the Second conditional* and then have a look at the grammar notes. You also have explanations and examples on page 126 of your Smart Planet Student's book. Once you've understood form and usage, do the proposed exercises.

All the exercises for the 2nd session have an answer key at the end of this document, so you have to do exercises first and then correct yourself.

### 1. Grammar video: *The Second conditional*

Although in this unit we only work with the second conditional, this video covers the 3 types of conditionals we have in English. I think it is a good idea to see them all together so that you have a general idea of the use of conditionals: <https://www.youtube.com/watch?v=zZfx5oM3BQU>

### 2. Grammar notes: *The Second conditional*

Before starting, it would be a great idea to revise on the notes from last week about the 3 types of conditionals that we have in English. In the previous week, we worked with conditionals type 1 (possible and probable). This week, we work with conditionals type 2 (improbable, but not impossible). Conditionals type 3 will be worked the next year.



## The second conditional

**FORM** → IF + SUBJECT + PAST SIMPLE , SUBJECT + WOULD + INFINITIVE (without to)

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It has two uses:

1. First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream for example.
  - If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery, but not it's not impossible)
  - If I **met** the Queen of England, I **would say** hello.
  - She **would travel** all over the world if she **were** rich.
  - She **would pass** the exam if she ever **studied**. (She never studies so this won't happen, but she can start doing that and still change it so it's not impossible)
2. Second, we can use it to talk about something in the present which is impossible, because it's not true.
  - If I **had** his number, I **would call** him. (I don't have his number now, so it's impossible for me to call him).
  - If I **were** you, I **wouldn't go** out with that man.

## First vs. Second conditional

The first conditional describes things that I think are likely to happen in the future, whereas the second conditional talks about things that I don't think will really happen. It's subjective; it depends on my point of view.

For example (**first conditional**): If she studies harder, she'll pass the exam.

(I think it's possible she will study harder and so she'll pass)

But (**second conditional**): If she studied harder, she would pass the exam

(I think that she won't study harder, or it's very unlikely, and so she won't pass)

The second conditional sentence is different from the first conditional because this is a lot more unlikely.

For example (**second conditional**):

If I had enough money, I would buy a house with twenty bedrooms and a swimming pool.

(I'm probably not going to have this much money, it's just a dream, not very real)

But (**first conditional**):

If I have enough money, I'll buy some new shoes.

(It's much more likely that I'll have enough money to buy some shoes)

*Adapted from:* <https://www.perfect-english-grammar.com/>

## Let's get some practice!

### 3. Grammar exercises: *The Second conditional*

Go to page 84 of your Smart Planet Student's book and do exercises 1 and 2.

## 3<sup>rd</sup> session

We continue working with the second conditional. Revise notes from the previous session and do the the proposed exercises.

Finally, you have to complete sentences using the second conditional and send them via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com).

All the exercises for the 2nd session have an answer key at the end of this document, so you have to do exercises first and then correct yourself.

### 1. Grammar: *The Second conditional*

Go to page 86 of your Smart Planet Student's book and do exercises 1 and 2.

### 2. Writing: *The Second conditional*

Go to page 86 of your Smart Planet's Student book and do exercise 4. Write your sentences and send them to [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com)

**Last day for sending your work: Tuesday 16<sup>th</sup> June.**

# Answer key

## 1st session

### 1. Writing: *An essay* → *a model text*

#### Page 79 Exercise 1

- Mobile phones have improved communication for teenagers.

### 2. Writing: *An essay* → *Linkers for introducing a series of arguments.*

#### Page 79 Exercise 2

Twenty years ago, mobile phones were for businesspeople. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, some teenagers spend more time on their mobile phones than talking to people face-to-face. In addition, they use their phones to message friends, watch videos and play games – basically, they're constantly on their phones. They're closed in an alternative virtual world and often miss what's happening around them.

On balance, I think mobiles have definitely improved communication for teenagers. However, they mustn't use them excessively.

#### Page 79 Exercise 3

- 1 I recommend this mobile. For  , it's a smartphone. It's also on special offer, and it's quite small and light.
- 2 The new model has two improvements.  , it has a much bigger memory, and in  , the battery will last longer.  more, it's actually cheaper than the previous model!
- 3 On  , I think that everyone should question how much time they spend online, not only teenagers.



### 3. Writing: *An essay* → *Planning, writing and checking.*

#### Page 79 Exercise 4

1. By reminding the reader how much it has changed in twenty years, and by asking a question.
2. Four.
3. Two.
4. She believes mobile phones have improved communication for teenagers, but that teenagers shouldn't use them excessively.

#### Final Task: an opinion essay

Write your text (110-130 words) and hand it in via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com)

Last day for sending your work: Tuesday 16<sup>th</sup> June.

## 2nd session

### 3. Grammar exercises: *The Second conditional*

#### Smart Planet Student's Book, page 84

1. If I  rude to a teacher, I  detention.  
2 If I  pass my exams, my parents  very happy!  
3 If a teacher  me lines, I  them during the break.  
4 My teacher  my parents if I  go to school.  
5 My friends  like to go to the Free School if they  one in our town.  
6 I  study Maths if I  to the Free School.

2. 1 If I  (come) home late one night, ...
- a) my parents  (be) very angry.
- b) my parents  (not say) anything.
- c) I  (get) some kind of punishment.
- 2 If I  (be) rude to one of my parents, ...
- a) I  (feel) bad and I (say) sorry immediately.
- b) they  (be) very shocked because I'm never rude.
- c) they  (punish) with no TV or computer for a week.
- 3 If I  (borrow) something from my brother/sister/friend without asking, ...
- a) it  (not be) a problem. They do it to me all the time!
- b) they  (tell) my parents and I  [get] into a lot of trouble!
- c) I  (put) it back before they noticed.

## 3rd session

### 1. Grammar: *The Second conditional*

#### Smart Planet Student's Book, page 86

1. 1 What  you do if you  the headteacher of your school?
- 2 If your best friend  invite you to his/her birthday, what  you say?
- 3 If your family  in an English-speaking country,  your lives be very different?
- 4 What job  your teacher do if he/she  a teacher?
- 5 If your grandparents  in the USA,  you go to visit them?

2. A: Can I ask you a few questions?

B: Yes, sure.

A: OK, first question: what  you  (do) if you  (win) a TV talent show?

B: Wow! I think I'd have a huge party with all my friends and family!

A: And if you  (have) a party, where  you  (have) it?

B: I'd definitely have it on a beach, if I could!

A: OK, second question. If you  (can) be a famous person, who  you  (be)?

B: I don't know. Maybe a singer. One of the guys from *One Direction*, perhaps.

A: OK. Last question. If you  (not have to) go to school, what  you  (do) all day?

B: That's easy! I  (play) my guitar and listen to music and spend time with my friends!

A: Thank you!

## 2. Writing: *The Second conditional*

Write your sentences and hand them in via [aliciamm.esl@gmail.com](mailto:aliciamm.esl@gmail.com)

**Last day for sending your work: Tuesday 16<sup>th</sup> June.**