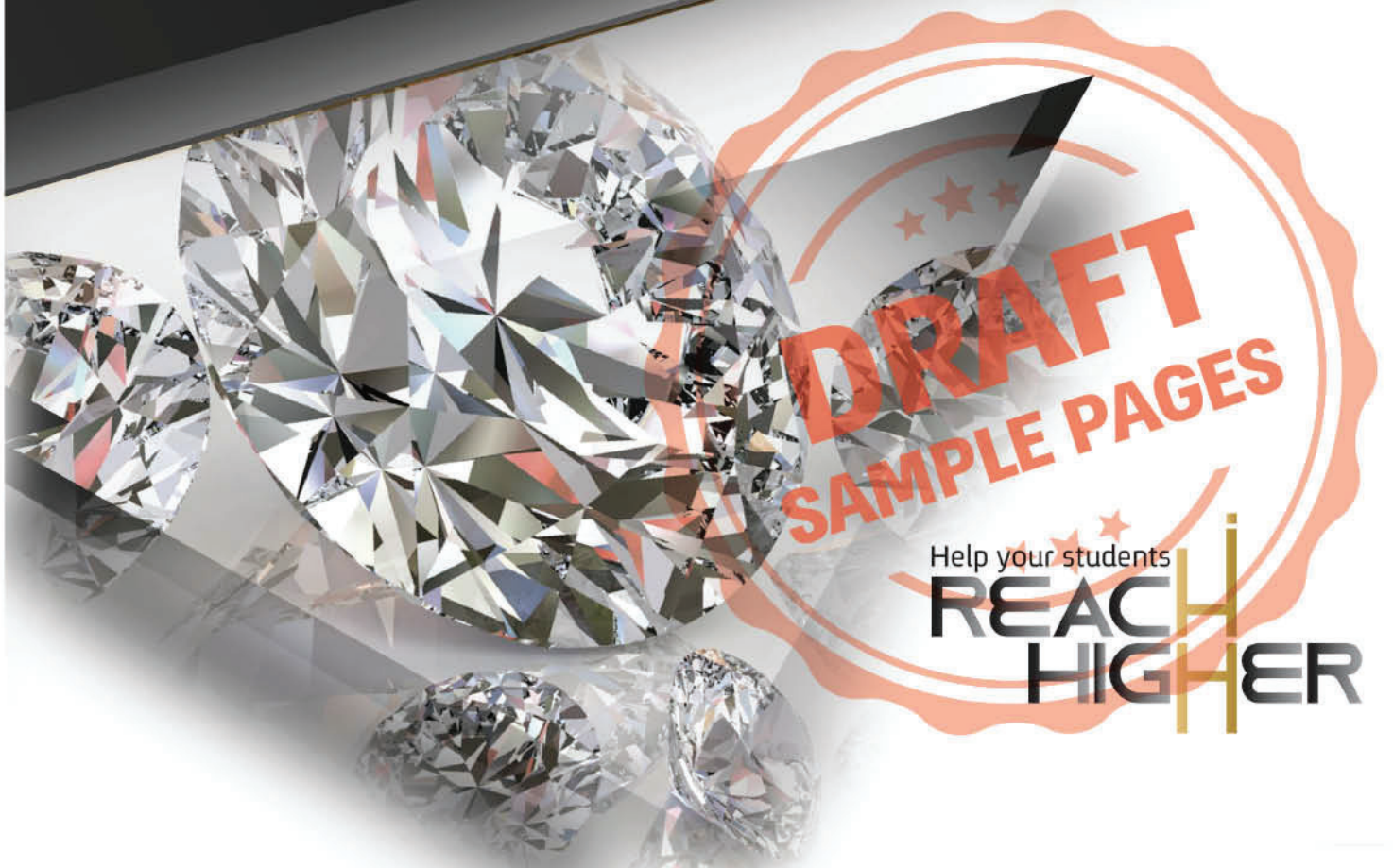


Liora Arnon • Avishag Dei with Tzivi Trepp

Genius

For Module G



Genius

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**DRAFT
SAMPLE PAGES**

PART ONE: WRITING GUIDE

MODEL COMPOSITIONS

- Model 1 - Opinion Composition
- Model 2 - For and Against Composition
- Model 3 - Descriptive Composition

UPGRADING YOUR WRITING STYLE

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- Variations of "Succeed"
- Variations of "Good"
- Variations of "Bad"
- Variations of "Work Hard"
- Variations of "Amazing"
- Variations of "Very Much"
- A Variety of High-Level Adjectives
- Sentence Connectors

2. UPGRADING LANGUAGE STRUCTURE

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- The Present Perfect
- The Passive Voice
- The Second Conditional
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3. REVIEW OF HIGH-LEVEL LANGUAGE STRUCTURES

EXTRA PRACTICE

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Model 2 - Opinion Composition (where description is required)

Model 3 - For and Against Composition

Model 4 - Descriptive Composition

2. Rubric

3. Practice Essay Topics



**DRAFT
SAMPLE PAGES**

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- Unit 2** - Autonomous Cars
- Unit 3** - Bee Venom Therapy
- Unit 4** - Electronic Waste
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- Unit 6** - Super Aged Society
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- Unit 8** - Is Perfectionism Perfect?
- Unit 9** - Will We Ever Have Robot Caregivers?
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TEST PAPERS

- Test 1** - Why Small Talk is Good for You
- Test 2** - Farms Growing Beneath Our Cities



— Module G —
Writing Guide



Part A > Model Compositions

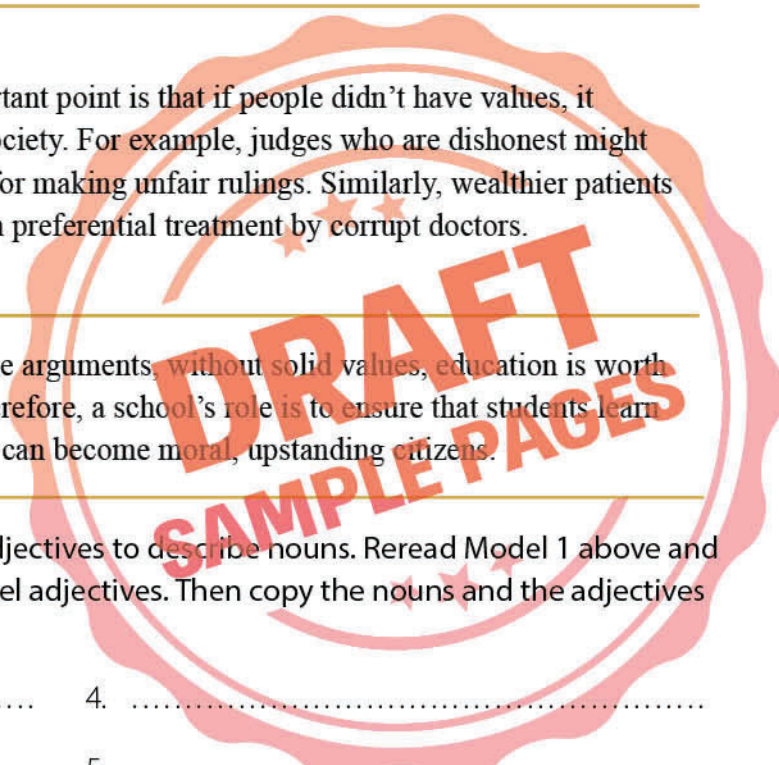
On the Module G exam, you'll be asked to write a composition. The composition is worth 40% of your total grade. In this section you will read three kinds of model compositions and learn how each one is structured.

Read the following sample Module G compositions and complete the accompanying exercises.

Model 1 - Opinion Composition

Which do you think is the most important role of schools: to teach students skills for their future life, to teach them values, or to increase their knowledge in academic subjects? Write a passage stating and explaining your opinion. You may use examples from your own experience or that of others.

<p>Introduction: State your opinion. 2-3 sentences</p>	<p>It has long been a discussion whether imparting values is part of a school's role. I strongly believe this should be a priority. Imparting values is critical for a couple of reasons.</p>
<p>Argument 1 Explain your first argument. You may add facts or examples to support your argument. 2-3 sentences</p>	<p>First and foremost, recent studies have shown that people without morals generally have unhealthy relationships. This can have disastrous lifelong effects. For example, they may have difficulty keeping a job, or they may become depressed. Thus, for a student's own good, it is crucial for schools to impart values.</p>
<p>Argument 2 Explain your second argument. You may add facts or examples to support your argument. 2-3 sentences</p>	<p>Another important point is that if people didn't have values, it would harm society. For example, judges who are dishonest might accept bribes for making unfair rulings. Similarly, wealthier patients might be given preferential treatment by corrupt doctors.</p>
<p>Summary: Summarize your opinion. 2 sentences</p>	<p>In light of these arguments, without solid values, education is worth very little. Therefore, a school's role is to ensure that students learn values so they can become moral, upstanding citizens.</p>



Good compositions use varied, high-level adjectives to describe nouns. Reread Model 1 above and find SIX nouns that are modified by high-level adjectives. Then copy the nouns and the adjectives on the blanks below.

1. ...*solid values*.....
2.
3.
4.
5.
6.

1. UPGRADING LANGUAGE STRUCTURE

Aim to use at least 3-4 high-level grammar structures in your Module G writing task. However, simple grammar structures are better than high-level structures used incorrectly! Before using a high-level grammar structure, always be sure you understand its correct usage.

1 Gerunds

A A gerund is a word ending in -ing that is made from a verb but is used as a noun. Look at the following ways gerunds can be used.

1. **Sentence Subject**

Example: Listening to the instructions will help you perform the task accurately.

2. **After prepositions**

about • after • at • before • by • from • in • on • with • without

Example: It's impossible to aim without **focusing**.

3. **After Certain Expressions**

be used to • get used to • can't stand • feel like • have difficulty (with) • in favor of • it's (not) worth • it's no use • look forward to

Example: You may have difficulty **balancing** as a side effect of this medication.

4. **After Certain Verbs**

avoid • consider • discuss • dislike • enjoy • finish • give up • go • imagine • involve • keep • mind • miss • practice • recommend • resist • risk • stop • suggest • try

Example: Eye doctors don't recommend **reading** in low light, as it causes eyestrain.

B Rewrite the sentences using gerunds and the words in brackets.

1. I am a suitable candidate for this stressful job because I manage my time well. (makes me)

..... *Managing my time well makes me a suitable candidate for this stressful job*

2. If you learn English, you can communicate more easily with people all over the world. (allows)

.....

3. There is no reason to cry over spilled milk. (it's no use)

.....

4. As I see it, a good boss should try not to create a competitive environment among staff members. (avoid)

.....

5. There are people who, when criticized, always feel they have to answer back. (can't help)

.....

6. Young children who get accustomed to working hard will continue to carry out their duties with diligence. (ensures)

.....

C Rewrite the sentences using gerunds and the words in brackets.

1. People who have strong motivation can do almost anything.

..... *Having strong motivation enables people to do almost anything.*

2. It invades privacy when surveillance cameras are hung everywhere.

.....

3. I believe that if I work with special needs children, it will help me develop greater sensitivity.

.....

4. Salesmen who get a bonus for each successful sale are motivated to do the job well.

.....

5. When teenagers worry about what their friends think of them, it can have a negative effect on their decisions and actions.

.....

6. If junk food advertisements were completely eliminated, it would have a tremendous effect on people's health.

.....

D Read the paragraphs below. In each blank space, add ONE sentence that uses a gerund.

1. When I was younger, I used to visit a nursing home once a week. Every Sunday, I would make my rounds to all the residents to wish each of them well and hear about how they were doing. I always enjoyed our conversations. They were literally the highlight of my week! But my visits were more than just an enjoyable pastime.

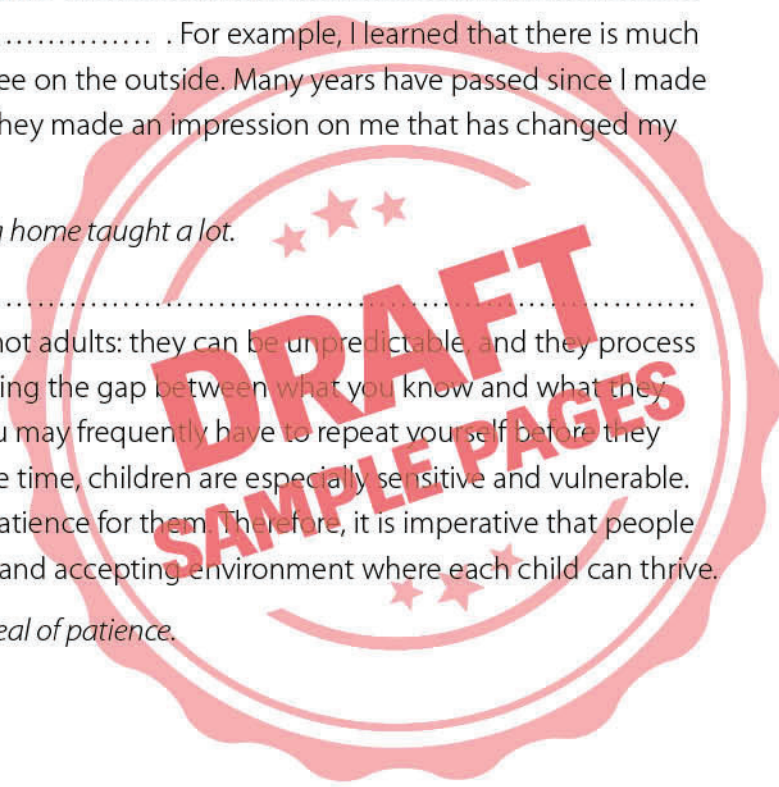
..... For example, I learned that there is much more to a person than what you can see on the outside. Many years have passed since I made those visits to the nursing home, but they made an impression on me that has changed my way of thinking until today!

Talking with elderly people in the nursing home taught a lot.

2.

..... This is because children are not adults: they can be unpredictable, and they process things differently than adults do. Bridging the gap between what you know and what they understand can be frustrating, and you may frequently have to repeat yourself before they grasp what you are saying. At the same time, children are especially sensitive and vulnerable. They can tell when someone has no patience for them. Therefore, it is imperative that people who work with children create a calm and accepting environment where each child can thrive.

Working with children requires a good deal of patience.

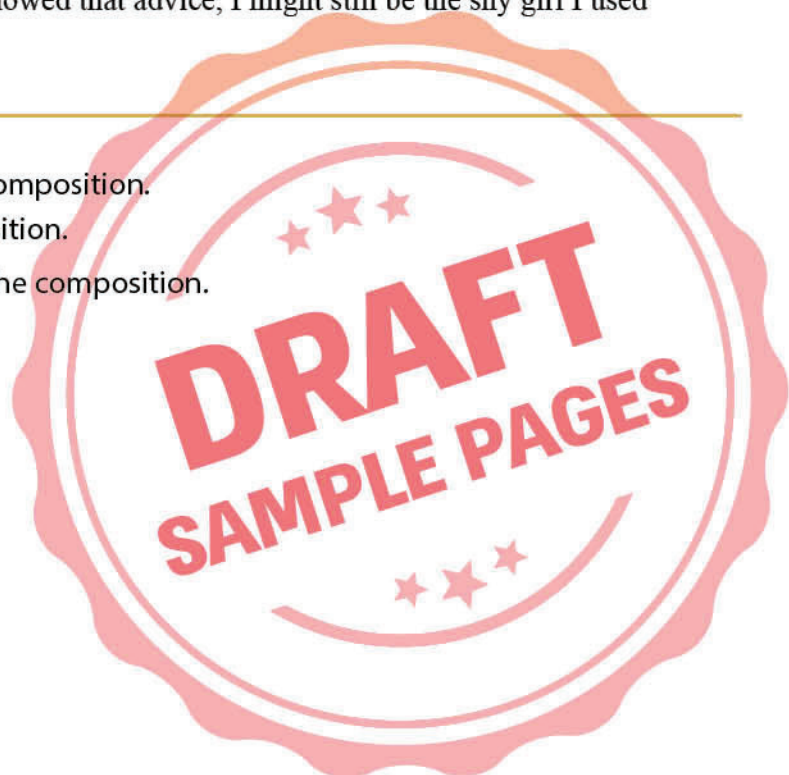


Model 3 – Descriptive Composition

Choose a piece of advice and write a composition describing the situation in which it was given (for example, you needed to solve a problem or make a decision). Include an explanation of how it helped you or why it didn't help you. Both the advice and the situation may be real or imaginary.

<p>Introduction: Give a general description. 2-3 sentences</p>	<p>There are times when someone gives you invaluable advice. This has recently happened to me. I'd like to tell you about how someone's recommendation transformed my life.</p>
<p>Body Paragraph 1: Describe a few aspects of the topic. 2-3 sentences</p>	<p>Up until last year, I was exceedingly shy. Speaking in front of my classmates made me anxious. I often wished I could share my thoughts during class. However, because of my anxiety, I never spoke up publicly.</p>
<p>Body Paragraph 2: Describe other aspects of the topic. 2-3 sentences</p>	<p>One day, I described this distressing problem to my cousin. She suggested that I work in small, manageable steps: first, I would give brief, prepared speeches to two friends, then to ten girls, and finally, to the class. I tried it, and incredibly, I completely overcame my anxiety! Moreover, I'm now known as someone who's good at class presentations.</p>
<p>Conclusion: State your personal impression or opinion. 2 sentences</p>	<p>To conclude, I'm thankful for the valuable suggestion I was given. If I hadn't followed that advice, I might still be the shy girl I used to be!</p>

1. Find SIX high-level adjectives in the composition.
2. Find THREE connectors in the composition.
3. Find ONE of each of the following in the composition.
 - a. gerund
 - b. Present Perfect verb
 - c. Passive verb
 - d. Relative Clause



Unit 1

Vocabulary

- A** 1 The words below appear in the article you are going to read. Which words can be used to talk about introverts?

avoidance • awkward • deny • pleasurable • urge (n)

- 2 Complete the sentences with words from A1. Make necessary changes.

To Be an Introvert

1. When introverts are in a crowd, they often feel
2. When strangers talk to them, they may feel an to run away.
3. Spending time at home is much more for an introvert than going to large parties.
4. For this reason, of social activities is a common practice for introverts.
5. Introverts generally don't that this character trait complicates their lives.

- 3** **Your Turn** ▶ What is something you avoid? Why do you avoid it? Share with your partner.

- B** 1 Below are more words from the article. Which words can be used to talk about students who have difficulty concentrating during class?

distraction • impulse • inconvenience (n) • respondent • measure (v) • tolerance

- 2 Give an example of the following.

1. Something you **measure** before using it.
.....
2. A benefit of developing **tolerance**.
.....
3. A situation that causes you **inconvenience**.
.....
4. Something that can be a **distraction** when you are studying.
.....
5. Something you might have an **impulse** to do.
.....
6. A question that a **respondent** might be asked on a survey.
.....

**DRAFT
SAMPLE PAGES**

C 1 Below are more words from the article. Which words can be used to talk about latecomers?

annoyed • habitually • procrastination • tempting • tendency

2 Complete the sentences with words from C1. Make necessary changes.

1. People who have a to be late find it difficult to arrive early for appointments.
2. On cold, rainy days, it can be very to stay in bed longer in the morning, even if it means coming late to school.
3. If you are late, you may find that people begin to tell you an earlier time for events than they tell other people.
4. If you are often late for meetings with friends, don't be surprised if your friends are with you!
5. often leads to missing deadlines and handing in assignments late.

D 1 The phrases below appear in the article. Which phrases have a negative connotation?

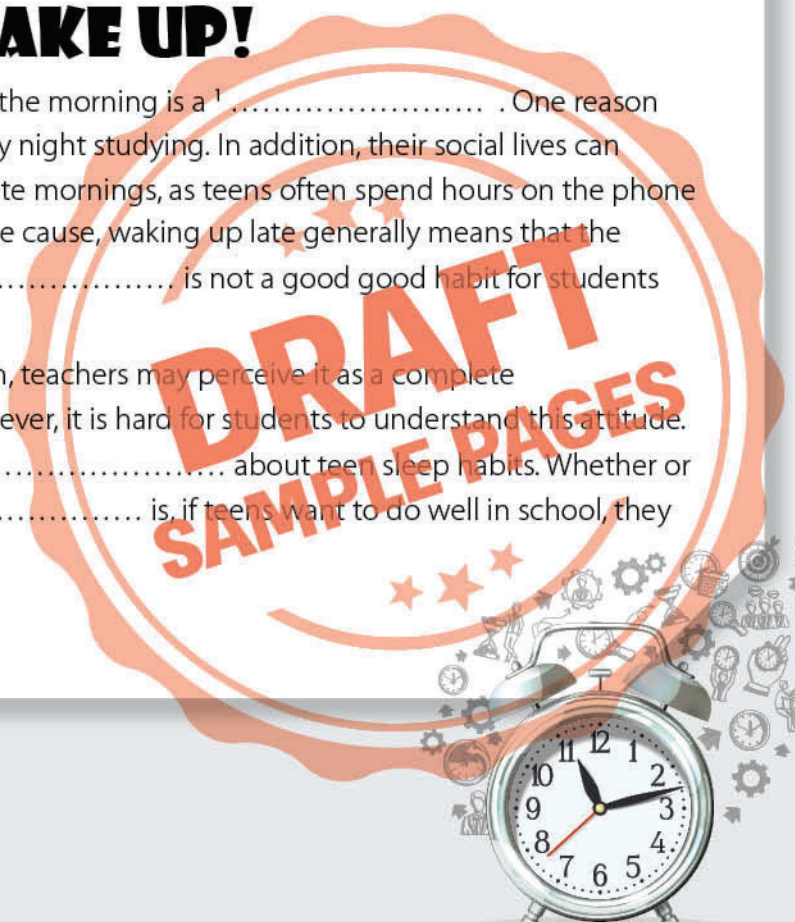
be a factor • constant battle • disregard (n) • irrational views • tardiness • the bottom line

2 Complete the passage with words from D1. Make necessary changes.

WAKE UP!

For some teenagers, waking up on time in the morning is a ¹ One reason for this is that many teens stay up late every night studying. In addition, their social lives can ² that contributes to late mornings, as teens often spend hours on the phone with their friends late at night. Whatever the cause, waking up late generally means that the student arrives late for school, and ³ is not a good habit for students who want to excel.

When students are late over and over again, teachers may perceive it as a complete ⁴ for school rules. However, it is hard for students to understand this attitude. They believe that teachers simply have ⁵ about teen sleep habits. Whether or not these students have a point, ⁶ is, if teens want to do well in school, they have to find a way to wake up on time!



Reading

A 1 Read the article.

CHRONIC LATENESS: CAN IT BE CURED?

I We all know at least one person who is always late. Arriving on time for a meeting only to learn that the other person is late can be frustrating. While it's easy to be annoyed with these individuals for their disregard for others' time, science shows there's more going on. People who are habitually late are usually aware of how annoying their tardiness habit is. But often, making a change is easier said
5 than done. There are many hidden reasons why people are chronically late, such as irrational views about time or years of learned behaviors. Psychologist Linda Sapadin points to procrastination as the main cause.

II Some people consider procrastination to be a form of laziness, but Sapadin denies this to be true. She explains that the root of procrastination is an "approach-avoidance" conflict. In other words, part
10 of you knows that you need to approach a task, but another part of you avoids doing it because it isn't easy or pleasurable. Add some distractions, and the choice to complete the task on time becomes even harder. Just as you are ready to walk out the door, you may get distracted by something more tempting. Humans have struggled with this issue since the beginning of time. Our brain's decision-making process is in a constant battle between choosing easy pleasures or necessary tasks. Often, we give in
15 to what feels better. "It's never easy to control our impulses and urges because the 'correct' choice usually goes against our pleasure-seeking nature," Sapadin says.

III Another group of people who are chronically late are the anti-early birds. Just as early birds are uncomfortable with being tardy, anti-early birds are uneasy about being early. According to *Psychology Today*, anti-early birds often feel awkward and uncomfortable waiting. They might even feel as if
20 others judge them for arriving a few minutes early. These individuals, therefore, have a tendency to be late.

IV Finally, culture can also be a factor in how often people are late. A 2019 study found that tolerance for lateness differs around the world. The researchers measured how South African, Dutch, and Pakistani participants felt about people who are late to business meetings. The researchers noted
25 that Pakistanis belong to an event-time culture, in which social events shape the beginning, duration, and end of activities. Dutch and South Africans, however, belong to a clock-time culture and thus define their activities differently. People who belong to event-time cultures might say that work begins after breakfast. But people in clock-time cultures might say that breakfast starts at 6:30 a.m. and work starts at 9:00 a.m. . Overall, Pakistani respondents were more accepting of lateness than the other groups.

30 V The bottom line is, it is easier to manage chronic lateness if you understand the reason behind it. For example, classic procrastinators who need an adrenaline rush to get them going can create artificial deadlines. For people from event-time cultures, it can help to practice estimating how long activities will take and then compare that with how long the activities actually take. On the other hand, if you are the one constantly frustrated by other people’s lateness, knowing the cause may help you be more forgiving when their lateness inconveniences you.

B Answer the questions according to the article.

1. What do we learn in paragraph I?
 - i) People who are habitually late may feel annoyed at people who are on time.
 - ii) Coming late is not necessarily a sign of disrespect for schedules.
 - iii) People who are always late don’t realize how their habit affects others.
 - iv) Procrastination causes people to have irrational views about time.

2. COMPLETE THE SENTENCE.

From paragraph I we learn why it’s difficult

3. What does Linda Sapadin explain about an approach-avoidance conflict in paragraph II?

- i) It is a relatively modern problem.
- ii) It generally leads procrastinators to choose what is necessary.
- iii) It is about deciding whether to enjoy oneself or do what is right.
- iv) It is a battle that causes distractions.

4. What factor makes the approach-avoidance conflict more challenging? (paragraph II)

COMPLETE THE SENTENCE.

The conflict will be more challenging if

5. According to paragraph III, how are anti-early birds similar to early birds?

.....

