

UNIT 5

PERCEPTION



LEARNING OUTCOMES:

- Infer abstract ideas from examples
- Take notes using abbreviations and symbols
- Scan for information
- Using linking verbs
- Use descriptive adjectives
- Write a personal experience paragraph

Vocabulary

perception	factor
vision	senses
context	affect
surrounding	consider
lenses	ability

INFERENCE

Inferring a general abstract idea from a single concrete example (p. 107)

- Authors often use a *specific concrete example* to represent a more *complex or abstract idea*.

Inferring a general abstract idea from a single concrete example (p. 107)

The example:

“You don’t need to get a PhD to choose a good color for your kid’s room.” (paragraph 1)

The answer: FALSE

- The author isn’t really worried if you have a PhD or not. She’s using this concrete example of an advanced degree to represent the more general idea of expert knowledge.
- The author also doesn’t expect everyone who reads the article to have a kid. She is using the example “kid’s room” to represent any room/project that a reader might want to paint.

Inferring a general abstract idea from a single concrete example (p. 107)

- After reading the text, especially concrete examples, closely, we can *infer* the bigger *abstract ideas* that the author wants to convey.

NOTE TAKING

Taking notes using abbreviations and symbols
(p. 110)

- Common abbreviations and symbols can help you *write words and ideas in a shorter, faster way*. They can save a lot of time when you take notes.

Taking notes using abbreviations and symbols (p. 110)

- Use abbreviations and symbols to *take notes more quickly*. Study the list below of common abbreviations and symbols.

e.g./ex	for example
=	The same as
@	at
&/+	and

READING

Scanning for information (p. 112)

- Sometimes a reader may look for a specific piece of information within the text. This is called *scanning*.
- To scan a text is to *quickly move your eyes over the words until you find the information* you are looking for.

GRAMMAR

Linking verbs (p. 120)

1. *Linking verbs* are verbs that *introduce more information about a subject*.
common linking verbs are be, become, seem, and appear.

Verbs that *describe sense perception* like look, smell, taste, or feel are also linking verbs.

Mary *seems* kind.

Dad *feels* frustrated.

Linking verbs (p. 120)

2. A linking verb can be followed by an *adjective*.

Everything *looks important*.

3. A linking verb can also be followed by *like* + *noun* (*noun phrase*)

The apps *look like buttons*.

Linking verbs (p. 120)

4. A linking verb can also be followed by *like* + *clause* (a simple sentence with a subject and a verb).

5. *Linking verbs* usually describe *situations* (not actions), which means that we do not use them in progressive tenses.

The kids and I *feel like we are bad teachers!*

He *seemed* quiet.

Incorrect: He *was seeming* quiet.

Linking verbs (p. 120)

6. *Look, taste, smell, and feel* each have two similar uses. They can be *linking or active verbs*.

If you can replace the verb with a form of *be*, it is a linking verb. *If you can't, it is an active verb.*

The cake *tasted* good.

I *tasted* the cake.

REVISE

Using descriptive adjectives (p. 124)

- In a paragraph about an incorrect or different *perception*, readers expect to read *interesting, vivid descriptions* of your perception and of how you felt when you learned that your perception was incorrect or different.

Using descriptive adjectives (p. 124)

- *Descriptive adjectives* can help you describe your experience in an interesting and clear way.

FINAL WRITING TASK

A personal experience paragraph (pp. 122-125)

1. *Prepare to write:*
Making an E-chart

2. *Write:*
Describing a past
personal
experience

A personal experience paragraph (pp. 122-125)

3. *Revise*: Using
descriptive
adjectives

4. *Edit*: Writing the
final draft

REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

IMAGE SOURCE

- <https://www.pinterest.com/pin/139119075975775312/>