



**COLEGIO POLICARPA SALAVARRIETA –SEDE B REPUBLICA DE ARGENTINA  
INSTITUCIÓN EDUCATIVA DISTRITAL**

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Sede A Calle 28, 5 A – 06 Teléfonos: 3345292 3341965 Sede B Calle 20, 4 – 68 Teléfono: 3422504  
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English – Eleventh Grade  
Teacher Rocío

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

I. Read the information and the instructions before doing the exercises.

1. Underline the topic sentence in each paragraph.

A topic sentence is the most important sentence in a paragraph. Sometimes referred to as a focus sentence, the topic sentence helps organize the paragraph by summarizing the information in the paragraph. In academic writing, the topic sentence is usually the first sentence in a paragraph (although it does not have to be).

For example:

The best trip my family ever took was to New Orleans, Louisiana. **We** drove **there** in two days. I didn't think **it** would be very interesting, **but** I was wrong. **We** saw the Mississippi River, rode a horse carriage in the French Quarter, **and** visited a cemetery **where** everyone was buried above the ground. I liked the food best, especially the New Orleans doughnuts called beignets.

2. Find the referents in the paragraphs and what they refer to.

**We:** \_\_\_\_\_


**It:** \_\_\_\_\_

**Where:** \_\_\_\_\_ (Where was everyone buried above the ground?)

3. Identify the connectors or linking words, their type, and the ideas connected. For instance, **but** = (pero) connector of contrast. Ideas connected: She didn't think Louisiana would be interesting \* it was.

**and** = \_\_\_\_\_

4. Now, match the picture to the corresponding paragraph and identify the referents, connectors and the topic sentence in the following paragraphs:

Paragraph (A, B, C, or D)	Picture
	



- A. No one likes to eat with a dirty knife, fork, or spoon. It is important to completely wash all utensils before using them. Clean utensils won't transmit germs and bacteria. They also are more pleasant to eat with.
- B. Many people think poetry is old-fashioned and uninteresting. They don't realize that every time they hear a song sung, they are hearing poetry in the form of song lyrics. Just like many written poems, many song lyrics use rhythm, rhyme, and literary imagery. It turns out that poetry isn't old-fashioned; it's as modern as the latest hit song!
- C. Growing a garden can be fun, good exercise, and will provide fresh fruits and vegetables for the gardener. It is interesting to watch the seeds pop their heads above the soil for the first time. It is sometimes hard to believe that a little seed can become a large vine or plant in just a few weeks. Planting the seeds and pulling weeds are good exercise for anyone. Then, after watching the plant grow and produce, the gardener ends up with delicious tomatoes, beans, or other yummy produce from the garden.
- D. Cats are very good pets for several reasons. They are naturally good caregivers because they take care of their kittens, so they want to take care of their owners as well. Cats are quite clean, and if you train them to use a litter box, they require almost no cleanup in their areas.

5. Read the next paragraph and answer the questions below.



To be healthy, teens can exercise, eat nutritious foods, and keep themselves safe. First, participating in various kinds of fitness can keep them in shape. This can include walking, riding their bikes, and playing sports. Next, maintaining a nutrient-rich diet can help teens stay well. Three balanced meals and two wholesome snacks a day can keep their health on track. Finally, staying out of dangerous situations can keep teens healthy. Avoiding strangers, wearing seatbelts in cars, and checking smoke detectors are all great ways to accomplish **this task**. Teens who follow these tips will keep **their** bodies unharmed and in good physical shape.

- A. What can teens do to be healthy?  
\_\_\_\_\_
- B. What are some examples of fitness to keep teens in shape?  
\_\_\_\_\_
- C. What does **this task** refer to? \_\_\_\_\_
- D. What does **their** refer to? \_\_\_\_\_
6. Read this last paragraph again and draw its structure. To do it, you will need to identify the main sentence, the supporting sentences and the conclusion.