



**UTPL**  
*La Universidad Católica de Loja*

Modalidad Abierta y a Distancia



# English Language: Reading and Writing II

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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## English Language: Reading and Writing II

*Guía didáctica*

Carrera	PAO Nivel
▪ Pedagogía de los Idiomas Nacionales y Extranjeros	II

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## **Universidad Técnica Particular de Loja**

### **English Language: Reading and Writing II**

Guía didáctica

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## 1. Informative data

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### 1.1. Course introduction



### 1.2. UTPL generic competences

- Written and oral communication.
- Critical and reflexive thinking.

### 1.3. Program specific competencies

Applies linguistic knowledge of the English language at a level that allows effective communication to perform professionally in the teaching of English to children and teens according to international standards.

### 1.4. Issues addressed in the course

Decontextualization of the students in the EFL teaching-learning process.



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## 2. Learning methodology

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The methodology used in the present course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used. Methodologies, such as Self-student Learning, ICT Based Learning, Collaborative Learning; and, strategies including lecture/presentation, discussions, forums, games, quizzes, among others. The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning outcomes and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program. The educational process is based on the development and evaluation of three types of activities:

- teaching
- application and experimentation of learning
- autonomous work

The teaching-learning process is carried out under the supervision and direct assistance of the teacher synchronously or asynchronously, using technological tools, such as forums and games for the development of collaborative work among the participants of the course.

The application and experimentation activities are the tasks that you perform individually throughout the course in which you put into practice what you have learned. On the other hand, autonomous work requires you to develop your capacity to generate and build learning in a self-regulated manner, basically through reading and reflection. The academic resources used are a virtual guide, virtual platform, basic textbook, and academic plan.

Remember self-discipline is a very important factor for distance learning success, so to pass the course, you must consider setting a schedule within your daily activities for the study of this educational component, to read and practice all of the contents and activities suggested in the academic basic textbook and technological resources you have for the course. I also recommend you to try to use self-learning techniques, such as mind maps, summaries, notes, use an English –English dictionary to refer to the concept

(not translation) of the terms you require, among other strategies you can use to strengthen the knowledge you acquire.



### 3. Academic guidelines per learning outcomes

#### Learning outcomes 1, 2, and 3



#### First bimester

- Uses simple, straightforward information and begins to express oneself in familiar contexts.
- Describes in simple terms aspects of his/her academic life, environment, and matters related to his/her immediate needs in present and past.
- Articulate main ideas, both stated and inferred, and important details in a variety of texts at the A2 level.

#### Contents, resources, and recommended activities

Welcome, dear students,

You are about to begin a new course. As you use this platform, the main textbook, and the suggested resources, you will read about new interesting topics, explore new ideas and strategies. You will also practice a lot of grammar, and reading and writing activities.



First of all, I invite you to participate in the Introductory Forum. For this activity, prepare a short personal and academic introduction about yourself.

Now, it is time to start with the study of this subject. During this first bimester, interesting topics will be addressed to support you with the communicative training through reading and writing strategies, and some grammar rules that will help you to acquire the first three learning outcomes.



## Week 1

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### Unit 1.      Jobs

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This unit explores reading skills, through content, instructions, and activities that will help you to infer the author's opinion, take margin notes on the main ideas, and predict content when a reading includes visuals. Through this unit, you will also learn strategies that help you to identify and write the topic sentence, and add supporting sentences in a paragraph to develop coherence and unity in your writing in the English language.

Furthermore, these reading and writing skills, and the grammar rules regarding the use of Possessive and descriptive adjectives and the use of *Too much/many; too + adjective* are also reinforced and practiced in contexts related to a very interesting and everyday topic, such as knowing how to find the perfect job for us. The vocabulary and grammar rules will be reviewed, expanded upon, and used in the textbook to be practiced through reading and writing activities to reinforce meaning, form, and function. You can also find some graded and non-graded activities that will provide you with meaningful feedback to monitor your progress, allowing you to self-correct and identify where improvement is needed.

#### Focus on Reading

##### 1.1. Inferring the Author's Opinion

First of all, to better learn the contents, it is useful to review the main vocabulary considered in unit 1. Thus, I invite you to analyze the following resource which provides the definition of keywords focused on knowing how to find the perfect job.

## Vocabulary Unit 1



Remember, you will be able to practice this vocabulary by completing all of the activities suggested in Unit 1 in your basic textbook.

As a careful reader, you need to understand the opinions (ideas or beliefs about a particular subject) that an author gives in a text, even when they are not stated directly. For this purpose, consider that if it is **not directly stated** in the text that the excerpt or phrase is the author's **opinion** about something, you must **infer** it. Therefore, you need to know the difference between what is a fact and what is an opinion in a text.

The following video will help you to establish the difference between **Facts vs Opinions**.



Now, you are prepared to apply this first strategy. For the effect, I invite you to focus on the first text included in Unit 1 in your basic textbook, where you will find activities that will help you to develop this reading skill.

## 1.2. Taking Margin Notes on Main Ideas

A strategy that can be helpful for you is to identify and organize relevant information like **main ideas** in a text into easily digestible summaries, that is to **write them as notes in the margins** of the text. However, Warthon (2013) states that to identify and remember the most important information in a text, there are two useful strategies: writing it in the text's margin and highlighting the information inside the text.

On the other hand, the following interesting blog will help you to analyze [How Margin Notes are Better than the Yellow Highlighter](#).

Now, *what do you think about this information?*

As a summary, remember that **margin notes** are considered a permanent record of key information. So, later, you can look back at these margin notes to help you remember those main ideas. For applying this reading strategy, as you read, find the main idea of each paragraph and write it in the margin. Sometimes, you can use keywords from the text, and sometimes you need to use your own.

*Be careful!* Don't just write the first idea. Be sure it's the most important idea. And remember that you don't need to write whole sentences in your margin notes. You just need to write short phrases or words.



Look at some examples and practice this strategy in the second reading in Unit 1 in your textbook.

## 1.3. Predicting Content from Visuals

It is time to learn how to predict what a text is about before reading it. For you to better understand this strategy:

First, I would like you to review the following information [Predicting](#).

As you read this webpage, you, as a strong reader, can look at all the visuals (headings, pictures, photos, diagrams, graphs, etc.) on the page where the text is included. This encourages you to use your critical thinking and problem-solving skills because you have the opportunity to reflect and

evaluate the text for making predictions thus extracting deeper meaning and comprehension skills. In addition, you will be more interested in the text because you reflect on what you already know about the topic, and this will allow you to predict the content of the text or anticipate what will happen in the story, and connect your prior knowledge with the new information that is being learned.



Remember that in the second text in Unit 1 of your textbook, there are examples and activities organized to read, understand and apply this third reading strategy.

Let's continue with your participation in the following recommended activity



### Recommended learning activity

The following activity is [the first part of Game 1](#); in which, you will use the vocabulary and apply the reading strategies studied during this week.



### Week 2

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## Grammar

### 1.4. Possessive and Descriptive Adjectives

Let's start learning the first grammar topic of this subject, **descriptive adjectives**, which are used to describe nouns; and **possessive adjectives**, which show belonging. To develop a better comprehension of their use in sentences, check the following grammar explanations and examples:

#### [Possessive and Descriptive Adjectives](#)

### 1.5. *Too much/many; too + Adjective*

Let's continue learning the next grammar topic. **Too much** that is used with **uncountable nouns**, **Too many** that is used with **countable nouns**, also about

**Too + adjective** that is always used to express that something is negative; that means, more than is necessary or right. To identify the grammar rules and their use in context, check the following grammar explanations and examples:

### Too much-many; too + Adjective.ppt



Now, I invite you to review the explanation of both grammar topics in your textbook and the section that allows you to practice those grammar; that way, you will create a stronger connection with the language.

## Focus on Writing

To continue with our study, we have to focus on another of the important skills of English which is writing, this requires the application of some basic rules to develop the competence to write correctly. That is why it is important you completely understand the following writing strategies.

### 1.6. A Paragraph and Its Topic Sentences

Dear student, you need to consider that when writing a paragraph, it is necessary to apply the following aspects to write a paragraph:

#### Aspects to be considered to write a paragraph

So, don't forget that a **paragraph** is a group of sentences about one topic. The first sentence is usually the **topic sentence**. According to Fitzpatrick (2011), a topic sentence states the main idea of the paragraph, so it is usually the most general sentence in a paragraph. Therefore, it will help you to focus on the topic and prepare you for the supporting details. For the author, it usually has two parts: the *topic* and the *controlling points*. The *topic* is related to the general subject of the paragraph, and the *controlling idea* is related to the parts of the topic that the paragraph will be focused on (the supporting sentences). As it can be seen in *Graph 1*, even the author provides three different ways you can express the controlling idea:

## Graph 1.

How to Write a Topic Sentence.

TOPIC	CONTROLLING IDEA
Nora is my role model	for two reasons.
Nora is my role model	because she has two great qualities.
Nora is my role model	because she is focused and level-headed.

## 1.7. Adding Supporting Sentences

The other parts of the paragraph are the sentences that come after the topic sentence. They are the **supporting sentences**, which are more specific than the general sentence (topic sentence), but more general than details and examples. As they connect the topic sentence and the examples, they must be written clearly (Fitzpatrick, 2011).

Once again, review [Aspects to be considered to write a paragraph](#) to go deeper on understanding supporting sentences.



With this explanation, it is time for you to practice writing activities that help you to better identify and write topic sentences and supporting sentences in a paragraph. You can do this in Unit 1 in your textbook.



### Recommended learning activities

It is time to do [the second part of Game 1](#). It will help you to practice the vocabulary and grammar contents studied in this Unit 1.

As a final activity in this unit, it is time to apply all the skills learned in this unit to complete your first real-world writing task. ***Write a paragraph about a person who has his or her dream job.***

### **Process:**

- Answer the following questions inside the paragraph: *Who is he or she? What does he or she do? How did he or she get the job? What is most important to him or her about the job?*
- Start writing the topic sentence, then add some supporting sentences, and finish with a concluding sentence.
- Consider how to apply the vocabulary and grammar learned in the unit.
- Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

The first unit has been completed and I'm sure you've learned a lot.

Therefore, it is time to verify your knowledge by developing **Self- evaluation 1.**



## Self- evaluation 1

1. Choose the word that corresponds to the following definition:

*The kinds of work people do, usually after learning how and usually for a long time.*

- a. Careers
- b. Setting
- c. Hire

2. Choose the word that corresponds to the following definition:

*Written descriptions of people's education and previous jobs.*

- a. Postings
- b. Rewards
- c. Résumés

3. Choose the word that corresponds to the following definition:

*An opinion you give someone about what he or she should do.*

- a. Setting
- b. Skill
- c. Advice

4. Which of the following rules do not correspond to the characteristics of the descriptive adjectives?

- a. They can come after the verb **be**.
- b. They can come before a noun.
- c. They don't need the use of **a**, **an**, or **the**.

5. Which one of the following sentences contains a possessive adjective?

- a. *She is an important writer.*
- b. *Karina is smart.*
- c. *Your office is beautiful.*

6. Read the sentence. Choose the descriptive adjectives in it

*Good teachers are creative.*

- a. *Good*
- b. *teachers*
- c. *are*
- d. *creative*

7. Read the sentence. Choose the descriptive adjectives in it

*They teach interesting classes.*

- a. *They*
- b. *Teach*
- c. *Interesting*
- d. *classes*

8. Read the sentence. Choose the descriptive adjectives in it

*They are also patient and caring.*

- a. *They*
- b. *are*
- c. *also*
- d. *patient*
- e. *and*
- f. *caring*

9. Drag and drop the words in the correct order to make complete sentences.

- a. *working/ group / in / people / my / enjoy*

10. Drag and drop the words in the correct order to make complete sentences.

- a. *outdoor / he / an / works / setting / in*

11. Read the text about interviewing in China. Then, as you read, take notes on the main ideas in the chart below. You studied margin notes in Unit 1, but margin notes are for texts that are on paper. For a text on the screen, just write the main ideas instead of margin notes.

## **How to Ace an Interview in China**

If you are looking to get a job in China, it is really important to learn how to behave during an interview. There are several do's and don'ts that help you connect with your Chinese Interviewer.

### **DON'T: BE LATE**

In Chinese culture, it is not polite to be late. You should arrive between 10 to 15 minutes before an interview starts.

### **DO: PRINT BUSINESS CARDS IN ENGLISH AND CHINESE**

Business cards are very important in China. Some Chinese business professionals use large notebooks to hold hundreds of business cards. If you are going to China for work, you should have your own business cards made with one side written in English and the other side in Chinese. People always give each other business card with two hands and usually a slight bow. Carefully study the business card before putting it softly on the table in front of you as the interview begins.

### **DON'T: SHOW TOO MUCH EMOTION**

Body language is very important in the interview in China. Many Chinese people are very warm with people they know. But, when you meet someone for the first time, it is rude to show too much emotion. Don't make too much eye contact, shake hands too firmly, or smile too much at your interviewer. Instead, sit up straight, speak calmly, and keep your hand close to your body.

**TOPIC:** How to Ace an Interview in China

**Main Ideas**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

12. Read the example paragraph and complete the task below.

(1) I would like to be a mountain climbing guide. (2) I like this job for several reasons. (3) First of all, mountain climbing is very exciting. (4) Mountain climbing guides get to climb tall, dangerous mountains. (5) Second, I enjoy working outside. (6) I like the fresh air much better than I

like a stuffy office. (7) Finally, I like to meet interesting people. (8) Mountain climbing guides travel to many different parts of the world and meet other

Which is the topic sentence of the paragraph?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

13. Read the example paragraph and complete the task below.

(1) I would like to be a mountain climbing guide. (2) I like this job for several reasons. (3) First of all, mountain climbing is very exciting. (4) Mountain climbing guides get to climb tall, dangerous mountains. (5) Second, I enjoy working outside. (6) I like the fresh air much better than I like a stuffy office. (7) Finally, I like to meet interesting people. (8) Mountain climbing guides travel to many different parts of the world and meet other

What three reasons does the writer give for linking the job? Choose the three supporting sentences of the paragraph.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

14. Look at the topic sentences below. Choose the three details that best support the main idea.

*Yesterday, I went to a beautiful lake in our town.*

- a. Sometimes I rent a boat at the boathouse there.
- b. There are lots of ducks living on the lake.
- c. There are trails around the lake for walking and jogging.
- d. I don't have a lot of time to visit the lake.

15. Look at the topic sentences below. Choose the three details that best support the main idea.

*I enjoy going to my parents' home in the mountains.*

- a. I always felt very relaxed there.
- b. I enjoy shopping at the mall.
- c. The mountains were so quiet, and life seemed so slow.
- d. The fresh air made me feel healthy

16. Look at the topic sentences below. Choose the three details that best support the main idea.

*The city park is a wonderful place to visit.*

- a. You can see many beautiful flowers and trees.
- b. The birds are always a pleasure to watch.
- c. The park was built in 1962.
- d. It's fun to watch people walking, jogging, or riding their bicycles.

17. Read the following short article of a newspaper. Then, read the descriptions of the two photos below.

*Which one would be the best choice for this article?*

**Do you Need a New Parachute?**

Most households in the United States have at least one copy of Richard Bolles's *What Color is Your Parachute?* On a bookcase. Many people agree that it's the best job hunting manual. But if you are out of work and you need some help finding a new job, don't waste your time reading your parents' 1983 copy of the book. The workplace is very different now, and so is the 2014 edition of *What Color is Your Parachute?*

- a. A picture of people jumping out of planes with parachutes.
  - b. A picture of the cover of the 2014 edition of *What Color Is Your Parachute?*
18. The author of a text is trying to decide between two photos to set one before the text. Which one is better, and why?
- a. A photo of a person at the job interview is the best choice because the book is about hunting for jobs.
  - b. A photo of a child playing with the parachute is the best choice because the book is about parachutes.
19. Which one of the following sentences is not correct?
- a. There are too much nuts.
  - b. There is too much sauce.
  - c. There is too little cheese.
20. Select the appropriate option to complete the following statement:
- Eating healthy is \_\_\_\_\_ difficult for me. I just eat food that is cheap.*
- a. too
  - b. too many
  - c. too much

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**CONGRATULATIONS!!**



### Unit 2. Academic Life

---

*Ready for a new unit?*

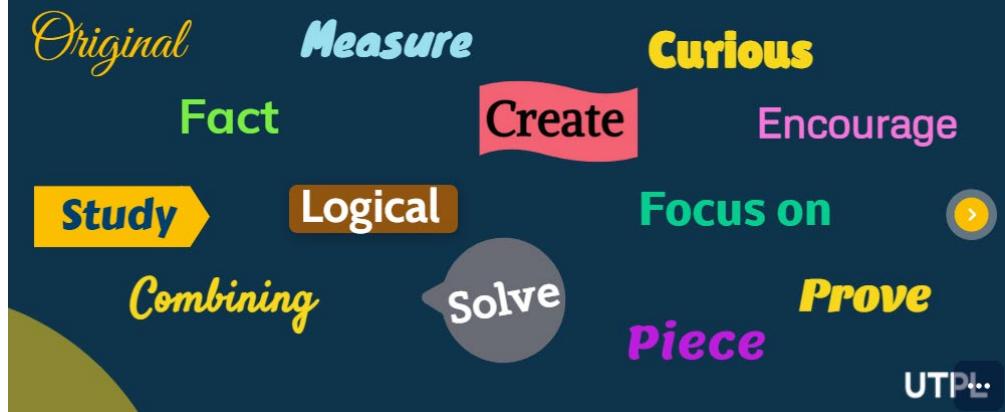
Well, let us not waste any more time and start studying. I recommend that you keep in mind what you learned in the previous unit because it will be of great help to you, especially the writing strategies.

In this unit, new reading strategies are introduced to help you to infer connections between statements and examples, to list details about a text in notes, and to recognize the meaning of *we*, *us*, and *our* in context. Moreover, you will also learn writing strategies to be prepared to write a complete paragraph in English. These reading and writing skills and the grammar rules regarding Past tense with regular and irregular past simple forms are reinforced and practiced in contexts related to academic life, specifically related to students' creative thinking.

#### Focus on Reading

##### 2.1. Inferring Connections Between Statements and Examples

First, to better learn the contents, it is useful to review the [vocabulary of unit 2](#). Thus, I invite you to analyze the following resource which provides the definition of keywords related to academic life, specifically to students' creative and logical thinking.



You can practice this new vocabulary in all of the activities suggested in Unit 2 in your textbook.

Writers often provide **examples** about a **general statement** (or definition) in texts. You, as a reader, must look for those examples to get a better understanding of what that statement is about by making a connection between the general statement and its examples. According to Fitzpatrick (2011), you must consider as **examples** the descriptions of situations or events that support general ideas. The author also affirms that writers usually use examples to help you to understand and remember the supporting sentences in a text.



Once you have acquired this reading skill, it is appropriate to focus on the first text included in Unit 2 in the textbook where you will find activities that will help you to apply this reading strategy.

## 2.2. Listing Details in Notes

Lists can help you remember groups of related ideas and examples in a text.

In the following link [Taking Notes While Reading](#) you will find the importance of taking good notes while reading and suggests several interesting

strategies that can be helpful for you. To summarize, this strategy requires that while you are reading an English text, you must find ideas to group into lists of logical categories, and write those lists in your notes. It is mentioned that those ideas can be just keywords, short phrases, complete sentences, or questions. Additionally, some important tips are highlighted, such as keeping notes brief and focusing on clues, main ideas, and concepts of the text. In addition, you must wait until the end of a page to take notes so that you can try to summarize in your own words rather than copy.

### 2.3. Recognizing the Meaning of *We*, *Us*, and *Our*

According to Haugnes and Maher (2020), a fact that can be a little confusing for you is that while you are reading an English text, you are going to find that some authors sometimes use *we*, *us*, and *our*. Maybe you asked yourself: *Whom is the writer referring to?* He /she is referring to "*himself/herself, the author, and you, the reader*", instead of referring to "*people (in general)*". Therefore, as a reading strategy, you must consider this fact that when a writer uses *we*, *us*, and *our* in a text, he/she suggests that the author and the reader are similar, or that they are part of the same community; this means that the writer is telling the reader: "*This is about you and me, not just other people.*"

It is time to go to the second text in Unit 2 in your textbook.

*Did you like the text? Interesting, isn't it?*



Now, to check your reading comprehension, practice these last two reading strategies learned I invite you to develop the activities suggested after that reading.

Now, let's continue with the development of the activity described below



#### Recommended learning activities

The following activity is [the first part of Game 2](#); in which, you will apply the reading strategies studied during this week.



## Week 4

---

### Grammar

#### 2.4. Past Tense with Regular and Irregular Past Simple Forms

Now, let us focus on the grammar topic of the unit which refers to **Past tense with regular and irregular past simple forms.**

*Is it familiar to you?*

Surely you know that this tense is used to talk about things that started and finished in the past, but let's remember a little about the rules you must consider to form sentences in this tense by using regular and irregular verbs by checking the following resource:

#### [Past Tense with Regular and Irregular Verbs](#)

Once you have reviewed the grammatical rules, you can answer the following questions:

*Should you add **-ed** at the end of irregular verbs to form their past?*

*What about verbs ending in **a consonant + y**?*

*What **auxiliary** is used to make questions in Simple past?*

*Could you respond to the questions satisfactorily?*



Remember to check the table that contains a summary of the main grammar rules, also to practice the activities about Simple Past suggested in Unit 2 in your textbook.

## Focus on Writing

### 2.5. Writing a Complete Paragraph

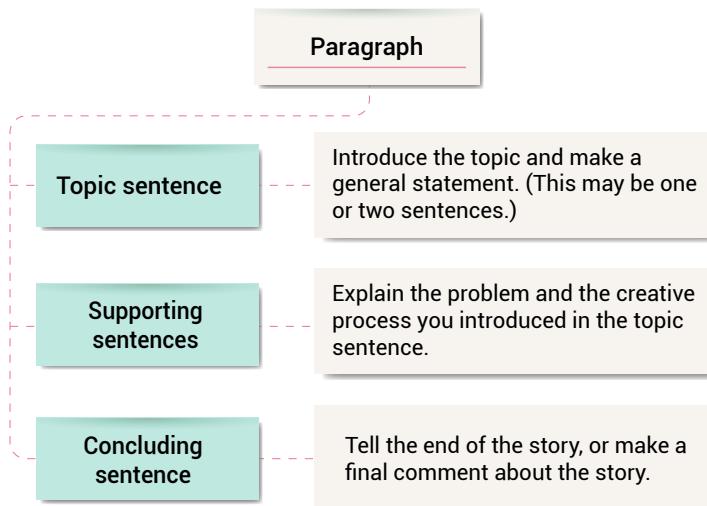
It is time for you to focus on writing complete paragraphs.

But, *which parts should a paragraph contain?*

Well, the following video will help you to differentiate each one of the [Parts of a Paragraph](#) Now, check the following *graph* which will help you to clear this up:

#### Graph 2.

*Main Parts of a Paragraph.*

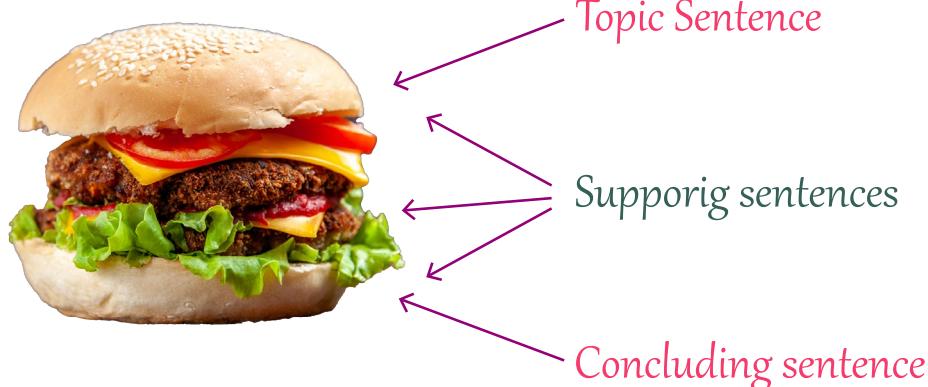


In unit 1, the first two parts introduced the *topic sentence* (main sentence) and *supporting sentences* (secondary sentences). So, it is time to focus on the third part of a complete paragraph, which is the *conclusion*. Remember that the conclusion is written at the end of the paragraph in one of two ways, either by reaffirming what is stated in the topic sentence or by giving a final comment on the topic we are dealing with.

For you to have a clearer idea about the three parts of the paragraph, look at the following illustration that relates the information about the three parts of a paragraph:

## Picture 1.

A Paragraph.



<https://www.shutterstock.com/image-photo/burguer-burger-food-lettuce-cheese-hamburger-442761406>



Now, you are ready to focus on the different parts you need to write a complete paragraph. To put into practice what have you learned during this week, I invite you to complete the activities presented in unit 2 in your textbook.

Now, let's continue with the development of the activities described below



### Recommended learning activities

It is time to participate in **the second part of Game 2**. It will help you to practice the vocabulary and grammar contents studied in Unit 2.

As a final activity in this unit, it is time to apply all the skills learned in this unit to complete your first real-world writing task. ***Write a paragraph about a time you made a big mistake.***

### **Process:**

- Answer the following questions inside the paragraph: *Did you fear mistakes afterward, or did you learn from your mistake?*
- Include the main parts of a complete paragraph.
- Consider applying *Past tense with regular and irregular past simple forms* and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have just concluded the study of unit 2. It is time to verify your knowledge by developing **Self- evaluation 2**.



## Self- evaluation 2

1. Choose the best option to complete the following statement:

*Schools like to \_\_\_\_\_ that students are learning.*

- a. prove
- b. focus
- c. encourage

2. Choose the best option to complete the following statement:

*Teaching creative thinking to our students helps them to \_\_\_\_\_ more problems.*

- a. create
- b. solve
- c. teach

3. Choose the best option to complete the following statement:

*Being \_\_\_\_\_ helps us learn new things.*

- a. afraid
- b. curious
- c. responsible

4. Choose the best option to complete the following statement:

*Many of us are afraid of \_\_\_\_\_ because we are afraid of making mistakes.*

- a. taking risks
- b. learning things
- c. going to college

5. Choose the best option to complete the following statement:

*I saw the beautiful weather yesterday morning. Then I \_\_\_\_\_. I called some friends, and we had a picnic at the beach.*

- a. solved the problem
- b. had an idea
- c. remembered

6. Choose the best option to complete the following statement:

*I didn't understand what that woman said to me at first. Then, I \_\_\_\_\_ she was speaking Dutch, not English.*

- a. made me think of
- b. solved the problem
- c. realized

7. Choose the best option to complete the following statement:

*Classes \_\_\_\_\_ one week ago. I am sorry for the group email, but I am so busy!*

- a. begin
- b. began
- c. begined

8. Choose the best option to complete the following statement:

*Last week, I \_\_\_\_\_ my favorite artist and \_\_\_\_\_ a paper about him.*

- a. research....write
- b. researched...wrote
- c. researched...written

9. Which one of the options corresponds to the following definition?

*It introduces the topic and makes a general statement.*

- a. Topic sentence
- b. Supporting sentence
- c. Conclusion

10. Read the paragraph about one definition of creativity. Then, as you read, take notes on the main ideas and details on the chart below. List the details in your notes.

### One Definition of Creativity

Creativity is sometimes hard to explain. There are many definitions, but my favorite one comes from Sir Ken Robinson. Robinson is a creativity expert, and he defines creativity as "The process of having original ideas that have value. There is a lot of information about creative in that definition. The first important point is that creativity is a process, according to Robinson. This means that creativity is mostly about what people do while they are creating. It is not about the things that they make. But the quality of the ideas and thinking is important, too. The ideas must be original. In other words, they have to be new, not just facts or opinions that people are repeating. Finally, the ideas have to have value. This means that someone has to think they are useful, interesting or important. A person might write an original story, or paint an original picture, but if no one thinks it is interesting or important, then it is not creative. So all three of these parts, process, originality and value, need to be present in creativity.

#### TOPIC: One Definition of Creativity

Main Ideas	Details
	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>

11. Read the letter to the editor. Then, choose the correct answers.

Dear Editor:

I read your recent magazine article *Can We Teach Creative Thinking in Schools?* I do not agree with your suggestions. Creative Thinking might be fun, but our children need to learn math, science and English grammar. Usually, there are right and wrong answers to questions and problems. We are responsible for teaching our children how to solve these kinds of problems. Engineers, scientists and accountants all need to know the right answers. If they only use "creative thinking", our buildings will fall down, our science will be wrong, and our banking system will collapse.

Sincerely,

Mica Adler

*Retired Math Teacher*

In the phrase "We are responsible for teaching our children how to solve these kinds of problems." "We are responsible..." means:

- a. The editors of the magazine are responsible.
- b. Teachers, in general, are responsible.
- c. The writer of the letter, the readers, and others in his town are responsible.
- d. People all over the world are responsible.

12. Read the paragraphs and choose the best answer.

### The Sandwich

I created a very original and delicious sándwich for myself this week. I wanted a peanut butter and jelly sándwich, but there was not jelly. I don't like peanut butter by itself. So I tried to find something else to put in the sandwich. I decided to combine lots of different foods with peanut butter. I made peanut butter sándwiches with cucumber, cheese, apple, chicken, potato, tomato, banana, ketchup and mustard, and then I tasted each one. Most of them tasted disgusting, but in the end, I decided that peanut butter and apple was not bad.

### The Table

I live in a tiny apartment, so I don't have space for a lot of furniture. But sometimes I need a large table. I saw a table the other day which would be perfect for me. It is a small round table for three people. But when you push a button and twist it, you can make the table much bigger. It becomes a table for ten people. It is so creative and useful! But it is also expensive, so I am not sure I will be able to afford one

The author of the text wants to publish it in a magazine, but he has only one space for including one photo. Which visual would be most helpful to the reader?

- a. A picture of a peanut butter bottle and an apple sandwich.
- b. A picture of a big or small table that has a peanut butter bottle and an apple sandwich on it.
- c. A picture of a table that can be big or small.

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

**Answer Key**



**CONGRATULATIONS!!**



### Unit 3. Business and Money

---

*Do you have any idea of the topics that will be addressed in unit 3?*

Well, it is time to review unit 3. Through this unit, you will learn new reading and writing strategies that help you to improve these skills. Specifically, you will be able to infer future situations through the information presented in a reading, take notes about a text by using a timeline, and identify the sequence of events in a text. Also, you will learn strategies that help you to organize well a paragraph. These reading and writing strategies and the grammar rules regarding Comparative forms of adjectives are reinforced and practiced through content, instructions, and activities in contexts focused on casual and professional counterfeiting money, products, and business.

#### Focus on Reading

##### 3.1. Inferring Future Situations

Before starting to know the new reading and writing strategies that unit 3 has for you, to better achieve the learning of the contents, it is useful to review the [vocabulary of unit 3](#). Thus, I invite you to analyze the following resource which provides the definition of keywords related to casual and professional counterfeiting money, products, and business:



## Vocabulary Unit 3

**Bills****Prevent****Secret Service****Counterfeitors****Scanner****Fake****Nervous****Equipment****Illegal****Arrest****Portrait****Ink****Technology****Completely****UTPL**

After studying the main vocabulary of this unit, you are prepared to answer the following questions:

*What do you think about counterfeiting money?*

*What does it take to counterfeit money?*

*Have you ever received counterfeit money, a ticket, or a product?*

It is time to focus on the first reading strategy suggested in this unit. Sometimes, information about future situations is not directly stated in a text. Consequently, you must often use specific information in the text to **infer what will happen in the future**. It is a kind of educated guess about future situations in a text.



Now, it is appropriate for you to focus on the first text included in Unit 3 in your textbook where you will find reading activities that will help you to apply this strategy.

### 3.2. Taking Notes Using a Timeline

Sometimes when you read a story, you can realize that it will give you the events in the order they happen. But sometimes in the text, the events are discussed out of order. Therefore, it is necessary to use a strategy that helps you to organize those events.

As you can see in *Graph 3*, making a timeline is a quick and easy visual reading strategy that can help you to understand and remember the chronology of that story more easily (Keane, 2019).

**Graph 3.**

*Timeline.*



It is time you go to your textbook, in the second text in unit 3 you can find interesting activities that help you practice this reading strategy.

### 3.3. Identifying the Sequence of Events

You learned about using timelines, but the present reading strategy will help you identify the sequence of events and to write those events in the timeline.

Consider that when a writer tells a story, he/she uses **Time Phrases** to **show the passage of time** between plot events. So, you, as a reader, will have to recognize these time phrases to help you to understand the story's sequence of events.

Now, look at some time phrases and the explanation about how they will help when the event happens:

- “It took months of planning. . . .”

This gives you an idea about the overall time structure of the story, about how long the timeline must be.

- “During the days/hours/months/years. . . .”

This shows you that it will describe actions that took place over a long period.

Dear student, I invite you to participate in the following recommended activity



### Recommended learning activities

The following activity is [the first part of Game 3](#); in which, you will apply the reading strategies studied during this week.



### Week 6

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## Grammar

### 3.4. Comparative Forms of Adjectives

#### Picture 2.

Comparative Adjectives.



(Schoenberg, 2017)

Time to learn about the grammar topic of the unit. Consider that the **Comparative form of an adjectives + than** is used to compare two nouns: people, places, or things. For you to develop a better comprehension of the comparative adjectives spelling rules and the rules to use them in sentences, check the following grammar explanations and examples:

### Comparative Forms of Adjectives



Now, it is time you to check the table that contains a summary of the grammar explanation about comparative forms of adjectives in Unit 3 in your basic book. Also, practice them in the suggested grammar exercises, so you will be ready to compare any noun in the English language.

### Focus on Writing

#### 3.5. A Well-Organized Paragraph

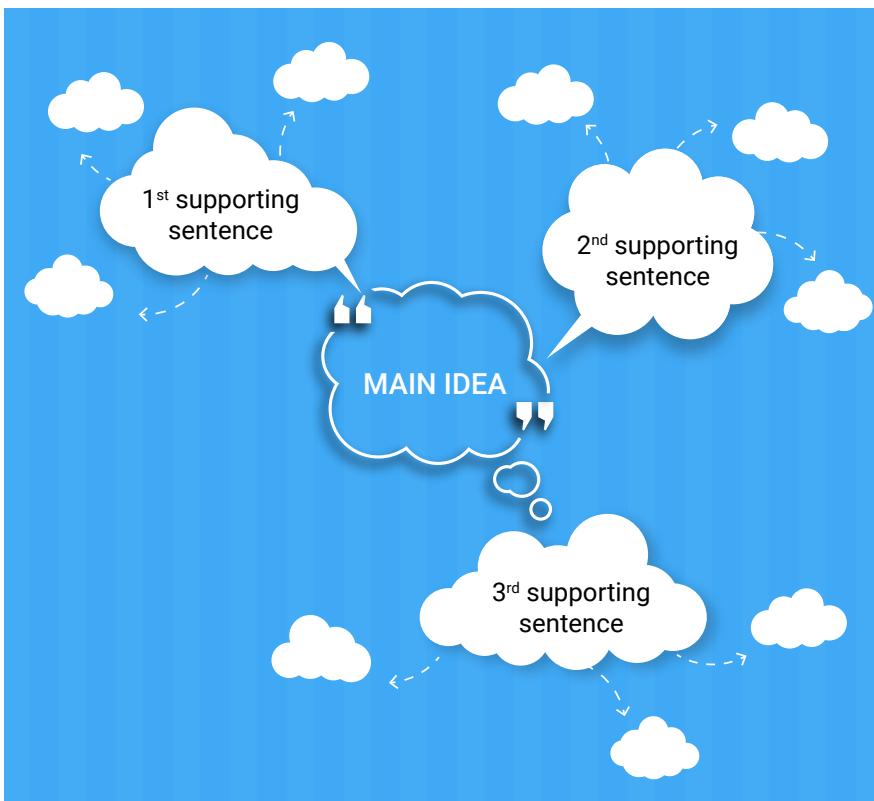
At this opportunity, let's learn about how to write a **well-organized paragraph**. First, you need to **select the right information**. Therefore, regarding the writing prompt information, you must classify your ideas into categories. Then, include those ideas in your paragraph. This writing strategy will prevent your paragraph from containing information that is not relevant and/or that is not in logical and sequential order.

One way to get ideas for your paragraph is **clustering**. This strategy helps you see your ideas and how they are connected.

In the following link [How to make cluster diagrams?](#), it is stated that the cluster diagrams, also known as cloud diagrams, are used for brainstorming. If you see them, they are similar to mind maps. And, they are non-linear graphic organizers that begin with one central idea and branch out into more detail on that topic. Let's check the following **cluster diagram**.

#### **Graph 4.**

A Cluster Diagram.



As you can see in *Graph 4*, the main idea is in a large circle in the middle; and, supporting sentences are in smaller circles and are all connected to the main idea. If the pre-write activity is executed correctly, you will find it very easy to write the first draft of your paragraph as it is based on the ideas provided in the cluster diagram. Then, proceed to take the ideas and write complete sentences with each one of those ideas. Do not forget that there will be a relationship between each sentence, and also with the subject. In the end, your paragraph will have consistency and organization. Besides, to make it easier for you to do this work, group sentences according to the categories you chose for your topic. This will help you to dismiss those ideas that seem to be related to the main sentence but are not relevant (Haugnes & Maher, 2020).

Lastly, make sure that your paragraph has the main parts in it (topic, supporting, and concluding sentences). Always remember to include information with specific details, so that the reader will have greater clarity

of the aspects included in the paragraph. But remember not to go outside of the focus of the topic sentence, and thus achieve a complete and coherent paragraph.



For a better understanding of this, look at the examples in unit 3 in your basic textbook, you will also find activities to practice step by step the process of writing a well-organized paragraph.

*You can do it! Go ahead!*

Dear student, I invite you to participate in the following recommended activities



### Recommended learning activities

It is time to participate in [the second part of Game 3](#). It will help you to practice the vocabulary and grammar contents studied in this Unit 3.

It is time to apply the writing skills learned in this unit to complete the following writing task. ***Write a paragraph comparing casual counterfeiters to professional counterfeiters.***

#### Process:

- Use the information from the readings in unit 3 from your basic book in the order to identify the difference between these two kinds of counterfeiters.
- Include the main parts of a complete paragraph.
- Consider applying *Comparative forms of adjectives*. Also, use the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

The third unit has been completed and I'm sure you've learned a lot.

Therefore, it is time to verify your knowledge by developing **Self- evaluation 3.**



## Self- evaluation 3

1. Select the appropriate option to complete the following statement:

*The number of \_\_\_\_\_ bills made by casual counterfeiters on their home or office computers is growing fast.*

- a. fake
- b. equipment
- c. real

2. Select the appropriate option to complete the following statement:

*Although there is no way to completely \_\_\_\_\_ counterfeiting, in the 1990s and 2000s, the U.S. government made some changes to U.S. bills that made casual counterfeiting more difficult.*

- a. contribute
- b. prevent
- c. promote

3. Select the word that corresponds to the following definition:

*A colored liquid in pens and printers, used for writing and printing.*

- a. bills
- b. scanners
- c. ink

4. Select the word that corresponds to the following definition:

*People who make money that is not real*

- a. equipment
- b. counterfeiter
- c. fake

5. Select the word that corresponds to the following definition:

*\_\_\_\_\_ is an educated guess about something that is not directly stated in the text.*

- a. Inference
- b. Scanning
- c. Skimming

6. Select the appropriate option to complete the following statement:

*They can't arrest me for that. I'm not \_\_\_\_\_ the law.*

- a. accepting
- b. breaking
- c. creating

7. Select the appropriate option to complete the following statement:

*When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a \_\_\_\_\_ made this?" I asked myself.*

- a. counterfeiter
- b. government worker
- c. illegal

8. Select the appropriate option to complete the following statement:

*Don't be fooled by that "Rolex" watch. It's cheap because it's \_\_\_\_\_.*

- a. technology
- b. bill
- c. fake

9. Select the appropriate option to complete the following statement:

*Printing presses, copiers, scanners, and magnifying glasses are different kinds of \_\_\_\_\_ used in counterfeiting.*

- a. equipment
- b. ink
- c. scanner

10. Select the appropriate option to complete the following statement.

*His legs were shaking. His heart was going very fast. His lips were dry. He felt very \_\_\_\_\_ as he gave the bank the counterfeit money.*

- a. relaxed
- b. illegal
- c. nervous

11. Read the news story about Stephen Boggs. Then, in a WORD document, draw a time line like the example below. As you read, use the time line to take notes. When you finish taking those notes, take a screenshot of your time line and upload it as the answer to this question.

In 1984, the artist Stephen Boggs was at a diner in Chicago. He was drinking his coffee and drawing on a paper napkin.

At first, he just drew a number one, but then he added to the drawing and soon he had a drawing of a dollar bill on a napkin.

His waitress noticed the drawing and she asked to buy it. Boggs refused, but when he paid his Bill, which was 90 cents, he paid with the drawing. The waitress gave him 10 cents in change.

That was the first time he paid for something with a hand-drawn Bill, and he continued to do it for the rest of his life, all over the world.

Boggs always said his drawings were pieces of art, not fake bills. He changed the word and portrait on the bills, and there were always blank on the other side. Many people loved his art. In 1986, after one of his one-pound bills in England was sold for 1,500, an art dealer invited him to Basel, Switzerland. The Swiss loved his drawings, and Boggs was able to pay for expensive dinners and hotels during his visit.

But governments and police agencies in several countries said Mr. Boggs was a counterfeiter. After he returned from Switzerland in 1986, he was preparing an art show in London, when the police arrested him and took him to jail for counterfeiting. Three years later, Boggs was arrested in Sydney, Australia. And in 1992, the Secret Service arrested him in his apartment in Pittsburgh, Pennsylvania and took more than 100 pieces of his art.

"They don't understand the difference between art and crime." Mr Boggs said.

Mr. Boggs passed away in January, 2017.

**Time Line:** ————— 

12. Drag and drop the correct time phrases to complete the following paragraph.

\_\_\_\_\_ before people used money, they used other things that were valuable to them, such as plants or animals, to pay for things. \_\_\_\_\_, people developed more convenient ways to buy things, such as loans, checks, and credit cards. Another convenient type of money is electronic money. Electronic money is used just like real money, but it only exists on the Internet or on an electronic cash card. Electronic money makes it easy to send money over the Internet. \_\_\_\_\_, there are many ways to buy things. But it is also easy to spend too much money. People can have problems when they spend more than they earn. As a result, many people are often looking for ways to save money.

- a. Nowadays
- b. Finally
- c. Before
- d. Sometimes
- e. Today
- f. After a while
- g. Recently
- h. Long ago
- i. Over the years

13. Choose the correct form of the comparative for each word in bold.

**hot**

- a. hoter
- b. hotter
- c. more hot

14. Choose the correct form of the comparative for each word in bold.

**easy**

- a. easier
- b. more easy
- c. easier

15. Choose the correct form of the comparative for each word in bold.

**difficult**

- a. more difficult
- b. difficulter
- c. difficultter

16. Choose the correct form of the comparative for each word in bold.

**large**

- a. larger
- b. larger
- c. more large

17. Choose the correct form of the comparative for each word in bold.

**fast**

- a. fastter
- b. more fast
- c. faster

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**CONGRATULATIONS!!**



## Unit 4. Personal Attitudes

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We have reached the last unit that we will review during the first bimester and, as at the beginning of your study, encourage yourself to continue with optimism and perseverance. In general, the new reading strategies, that are introduced in unit 4, will help you to infer the author's attitude in a text, take notes about a text by using an organizational chart, and identify the main elements in a Story. Besides, you will learn writing strategies to be prepared for writing information through blog posts. These reading and writing skills and the grammar rules about how to form and use Imperatives for providing suggestions, instructions, and polite requests will be reinforced and practiced in contexts related to subway etiquette, how people behave on public transportation, and personal attitudes in general.

### Focus on Reading

#### 4.1. Inferring the Author's Attitude

To start, to better achieve the learning of the contents, it is useful to review the [vocabulary of unit 4](#). Thus, I invite you to analyze the following resource which provides the definition of keywords focused on knowing a little about subway etiquette, how people behave on public transportation, and personal attitudes in general:

*Rude**Annoyed**Sneeze***Pole****Civilized****Expert****Lean****Etiquette****Manners****Make...****Rely on****Block****Push****Elderly****Enforce****Confused****UTPL**

Ready to read? Perfect!

Just remember a detail before start reading, an editorial is an article in which an author usually expresses his/her clear opinion about the topic he/she wrote. You, as a reader, can **infer**(guess) even more about **the author's attitude** (beliefs) by reading details in the editorial carefully. This way, you will be able to know if those authors agree or disagree through their expressed beliefs (Haugnes & Maher, 2020).



After the first text that is in unit 4 of the textbook, you can find some authors' opinions about specific writing prompts, also you will find activities that help you infer their attitudes toward those topics.

## 4.2. Taking Notes Using an Organizational Chart

In the following link: [Taking effective, useful notes that will help you organize information through charts during a lecture](#) you will find information to take effective and useful notes that will help you organize information through charts during a lecture. Before the lecture begins, you must draw columns on your page. Remember, the number of columns you need will vary depending on the type of information you want to organize about the lecture. Once you have the columns in place, you must write one heading at the top of each column.

Although as you are starting to apply this reading strategy, something that can be helpful for you is to organize the information and take notes on a text by using **simple charts**. Consider that there are many different kinds of organizational charts.

The following *chart* is a simple one, but it will give you an idea about how to start making them.

### Chart 1.

*A Simple Organizational Chart.*

Main Ideas:	Details:
<ul style="list-style-type: none"><li>.....</li><li>.....</li><li>.....</li><li>.....</li></ul>	<ul style="list-style-type: none"><li>.....</li><li>.....</li><li>.....</li><li>.....</li></ul>
<b>Summary:</b> .....	

(Haugnes & Maher, 2020)

On the left of the table, write the main ideas. On the right, write the details. And, at the bottom, write a summary of the whole piece.



You can look at some examples about how to use these charts for organizing the ideas you read after the second text that is included in unit 4 in your textbook.

### 4.3. Identifying the Main Elements of a Story

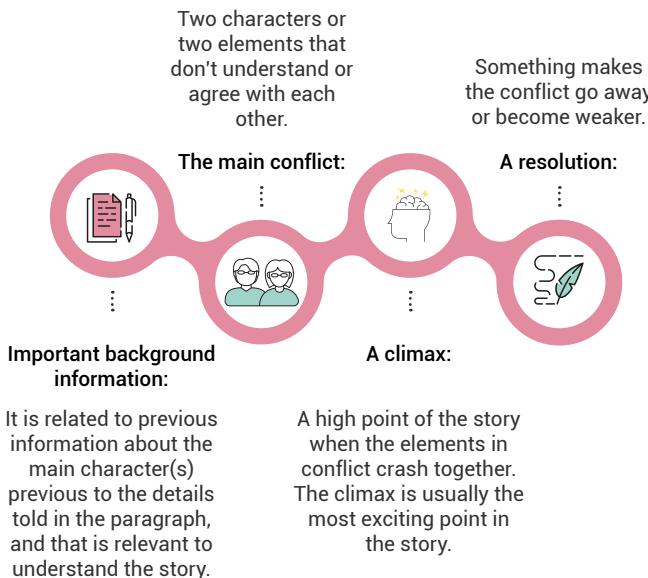
The following reading strategy is more complete than the previous one.

*Do you wonder why?*

Well, it is because it shows you a more organized way to classify the information about a story you read. For this, consider that stories usually have the following four main elements:

## Graph 5.

### Main Elements in a Story.



(Haugnes & Maher, 2020).

In the following video [The Main Elements in a Story](#) it is stated that there are 5 elements in a story, so watch the video and relate those elements with the ones that are shown in Graph 5.

If you understand these elements, you will be able to identify them more easily in a story; and, understand the story more quickly. The present reading strategy suggests using **story charts** (Chart 2) to help you to organize those elements.

## Chart 2.

### Story Chart.

Background Information	Main Conflict	Climax	Resolution
• .....	• .....	• .....	• .....
• .....	• .....	• .....	• .....
• .....	• .....	• .....	• .....
• .....	• .....	• .....	• .....



After the second text that is included in unit 4 of your textbook, you can look at some examples of how to use these charts. Besides, you can complete activities regarding organizing the elements of stories there.

## Grammar

### 4.4. Imperatives: Suggestions, Instructions, and Polite Requests

It is time to know a little more about the grammar rules to form and use **Imperatives to provide suggestions, instructions, and polite requests** in the following resource:

#### [Imperatives, Suggestions, Instructions, and Polite Requests](#)

In Pictures 3 and 4 you can observe some examples of positive and negative **Imperatives**. In English, they are also known as **Commands**, and you can use them to give clear *instructions, orders, advice, warnings, or requests*. Now, you must remember that, although their main characteristic is that they are used with the verb in its base form, it is not the same as using simple present because it is not conjugated.

For example, "Stand up".

### **Picture 3.**

*Positive Imperatives – Suggestion.*



<https://www.shutterstock.com/image-vector/love-yourself-vector-set-happy-lifestyle-1461815873>

### **Picture 4.**

*Negative Imperative - Instruction.*



**DON'T SMOKE**

<https://www.shutterstock.com/image-photo/closed-wooden-door-hotel-room-please-1374035087>



In unit 2 of your textbook, you can also review the table that contains a summary of the main grammar rules for imperatives; but mainly, you can practice them through the interesting activities you can find there.

## Focus on Writing

### 4.5. A Blog Post to Inform

As a technology user, I think you would like to inform your friends or people in general about specific topics. A **blog post** is an excellent alternative for you because it lets you give information about a particular subject. According to Haugnes and Maher (2020), **writing a blog post** is often writing to inform. But remember that when you write to inform people about something, you often write in the “second person” (using *you*, not *I*). And, don’t forget that this is not a place to tell your own stories. You should include only general information about the subject you are writing about. Another aspect you must consider is that on blog posts, writers usually use lists for giving options/alternatives to people. It is a good idea to make all the items in the list **parallel**. For this, each item should start with the same grammatical structure (a noun, verb form, gerund, etc.). This makes them clearer and easier to read. So, don’t forget that lists that use different grammatical structures at the beginning of each item can be difficult to read.

I invite you to review the following examples of a parallel list of sentences that begin with a verb:

- | <i>List 1</i>   | <i>List 2</i>  |
|---|--|
| <ul style="list-style-type: none"><li>▪ <b>Walk</b> quickly</li><li>▪ <b>Buy</b> a ticket</li><li>▪ <b>Study</b> your map</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Walking</b> quickly</li><li>▪ <b>Buying</b> a ticket</li><li>▪ <b>Studying</b> your map</li></ul> |

For you to understand blog posts, I would like you to review the following video, where you will find extra information and interesting tips on [How to WRITE the PERFECT BLOG post](#).



It is time to go to unit 4 in your textbook, where you will find activities that will help you understand and notice the difference between a writing structure in which the same grammatical structures are used (*parallel structures*), and one in which there is a mixture of them. This will help you to list information for writing a blog post. Moreover, you will find interesting activities to write about in your blog post.

Now, let's continue with the development of the activities described below



### Recommended learning activities

The following activity is **Game 4**. It will help you to practice the vocabulary, grammar rules, and reading strategies studied in this Unit 4.

It is time to apply the writing skill you learned in unit 4. Sometimes people from one culture think that people from another culture are rude. In reality, they are just following different rules of etiquette. Therefore, **write a blog post about the differences in etiquette in two cultures that you know.**

#### Process:

- Write a blog post about the differences in etiquette in two cultures that you know.
- Include the main parts of a complete paragraph.
- Consider applying *Imperatives to provide suggestions, instructions, and polite requests*, also apply the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have just concluded the study of unit 4. It has been a difficult job, but it was worth it. As you have noticed, the study of this academic component not only requires patience and perseverance; but, above all you need to practice. So, conclude this bimester by developing **Self- evaluation 4**, and continue with the second part of the term with great enthusiasm.



## Self- evaluation 4

1. Select the appropriate option to complete the following statement:

*Some people think that the problem is that no one \_\_\_\_\_ the rules.*

- a. enforces
- b. avoids
- c. contact

2. Select the appropriate option to complete the following statement:

*Give your seat to \_\_\_\_\_ passengers or to parents with small children.*

- a. rude
- b. elderly
- c. etiquette

3. Select the appropriate option to complete the following statement:

*I say we stop talking about the rules and try to remember our \_\_\_\_\_.*

- a. manners
- b. civilized
- c. block

4. Select the appropriate option to complete the following imperative:

*Don't lean on the \_\_\_\_\_.*

- a. poles
- b. snezze
- c. seat

5. Join each part of the story with the correct definition.

Main conflict

A high point of the story when the elements in conflict crash together.

Climax

Something that makes the conflict go away, or become weaker.

Resolution

Two characters or two elements that don't understand or agree with each other.

6. Select the appropriate option to complete the following statement:

*I knew that \_\_\_\_\_ my nose loudly was very rude.*

- a. blowing
- b. holding
- c. touching

7. Which of the following imperative sentences is not correct?

- a. Take your feet off the seat.
- b. Push gently.
- c. You talk quietly.

8. Which of the following imperative sentences is not correct?

- a. Cover your mouth and nose.
- b. Don't lean on the pole.
- c. Doesn't push.

9. Select the appropriate option to complete the following imperative:

*\_\_\_\_\_ your cell phone at the movies.*

- a. Turn off
- b. You turn off
- c. No turn off

10. Match the statements on the left with the reasons on the right. Click on the items to make a match.

I am confused because

I don't know enough to fix this problem on my own.

I am annoyed because

I have answered the same question three times already!

I need to blow my nose because

it looks like there are two correct answers.

I need to find an expert because

that room was really dirty and I breathed in a lot of dust.

Sorry! I am pushing because

the person behind me is leaning on me.

11. Read the editorial about when to give up your seat on public transportation. Then, as you read, take notes on the main ideas, details and write a summary of the whole editorial by using the organizational chart below.

#### **How Can You Know When to Give up Your Seat?**

We all know the rule: give up your seat for elderly people, parents with small children, or people who have trouble walking. There are some people who don't follow this rule because they just don't care. However, many of us want to follow this rule, but it's not always easy.

How do you know if someone needs a little extra help? Sometimes it is clear. A very elderly woman who has trouble walking, a person with a broken leg, or a woman who looks like she is going to have her baby tomorrow all can use some extra help. They are likely to thank you for your seat if you give it to them. But what about the woman with grey hair who looks healthy and young? Some 35 year old have grey hair! What about the person with an artificial leg who moves really well? What about the young woman who might be pregnant, or maybe just has a large stomach? Sometimes it is hard to tell if people need a seat. And if you offer your seat to them, they might be angry that you thought they were weak or old.

Here is one solution to this problem. If you are sitting near someone who might need some help, don't ask. Just stand up and walk. If that person needs the seat. They Will take it. If they don't, well, you have lost your seat for that ride, but no one will think that you are rude.

### ***Organizational Chart:***

TOPIC: How Can You Know When to Give up Your Seat?	
Main Ideas	Details
<b>Summary:</b>	

12. Read the story. Then, drag and drop the sentences to the correct elements in a story.

Hi Janine:

I have to tell you about my first day in Oakland. The craziest thing happened to me this morning while I was going to work! They have some different ways of doing thing in this town. I was driving my car to work, and I realized I needed to look up the directions to my new office in San Francisco. So I pulled over to the side of the road, in a place where there were no parked cars. And two people got in my car! Y was absolutely shocked. "Whay are you doing?!" I yelled.

They looked at me with confused faces and said, "We are going to San Francisco. What are you doing?" Well, they explained the "carpool" system in Oakland. You see, there are certain Street corners where people wait for rides to San Francisco. Any driver can pick them up. Drivers can drive in special fast lanes if they have three people in their car, and riders ride for free. This helps everyone get to work faster. I guess I chose a "carpool" corner to check my map! I am still laughing about this.

When you come to visit, I will know even more about this crazy new town!

Alisa

*Elements in a story:*

Important background information

Main conflict

Climax

Resolution

- a. Alisa has a friend named Janine.
  - b. Two strangers got in her car while she was checking her map.
  - c. Alisa arrived at work on time.
  - d. Alisa learned about the carpool system in Oakland.
  - e. Alisa and knowledge about the carpool in Oakland.
  - f. Janine and Alisa.
  - g. Alisa was driving to work and stopped to check her map because she was new to Oakland and she had a new office.
  - h. Alisa learned where her new office is.
  - i. Alisa invited Janine to visit.
13. Choose the sentences that are imperatives.
- a. Don't push.
  - b. Pushing is not nice.
  - c. Sit down, uncle Jim.
  - d. Please don't do that.
  - e. We're having a nice talk.
  - f. Stay away from the moving train.
  - g. Keep off of the tracks.
  - h. I got on the 4:10 bus.
  - i. Kerry, come and sit with me.
  - j. Don't enter through the back door of the bus.
  - k. Don't block the door, please.
14. Choose all the answers that are parallel with the first item in the list.
- Scooters are a great way to get around in many cities in the US. But there are a few rules that we all should follow to keep everyone safe:*
- Never park your scooter in the middle of the sidewalk.
    - a. Try to ride on the street, when possible.
    - b. You should definitely wear a helmet.
    - c. Don't ride too fast.
    - d. No one under 18 can ride scooters.

15. Choose all the answers that are parallel with the first item in the list.

*I think we need some new rules for drivers in the city! Here is a list of my suggestions:*

- You should never try to drive fast through a yellow light.
  - a. You must look in your rear-view mirror before changing lanes.
  - b. You have to use your turn signals.
  - c. Never try to pass a bicyclist on a narrow road.
  - d. Drive slowly in areas with a lot of walkers, scooters, and bikers.

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**EXCELLENT WORK, CONGRATULATIONS!!**



## Week 8

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### Final midterm activities

#### Review of the contents from units 1 to 4

Until this week, you have concluded studying the contents of this bimester; furthermore, you have also finished participating in the recommended activities to practice those contents and the corresponding graded activities of the First Bimester.

*Good job!*



### Recommended learning activities

Now, it is time for you to consider and carry out the following recommended activities as a way to make an effective general review of the contents from units 1, 2, 3, and 4 studied each week:

- Increase your vocabulary regarding the topics of each unit by checking the interactive infographics shared in each unit.
- Identify the grammar rules studied in each unit by summarizing them in a graph or chart.
- Go deep on your knowledge of each content studied by reviewing the attached videos and links shared each week.
- Apply and practice the vocabulary, the grammar rules, and the reading and writing strategies learned by completing the required activities and grammar exercises in your basic book. This practice will allow you to strengthen your reading and writing skills.
- Participate in the games and develop the self-evaluations proposed in each unit. It will allow you to measure your knowledge concerning each content studied in this bimester.

Developing all the previous recommended activities will allow you to have the necessary competences to be prepared and achieve excellent academic performance when taking the on-site midterm evaluation.

**Activity 1:** Onsite midterm evaluation



## Second bimester

### Learning outcomes 3, 4, and 5

- Articulate main ideas, both stated and inferred, and important details in a variety of texts at the A2 level.
- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g. very basic personal and family information, shopping, places of interest, employment, etc.).
- Describes and compares in simple terms aspects of his/her life, environment, and matters related to his/her immediate needs.

Dear students,

Welcome to the second bimester! After your hard study in the previous bimester, in which I am sure you succeeded, let's continue with the study of this relevant subject. The topics addressed during this second bimester will support you with the communicative training through reading and writing strategies, and some grammar rules that will help you acquire the last three learning outcomes.

### Contents, resources, and recommended activities



### Week 9

#### Unit 5. Perceptions

Let's start with the study of unit 5 that explores reading skills, through content, instructions, and activities that will help you to infer a general abstract idea from a single concrete example that is in a text, take notes about a text by using abbreviations and symbols, and scan for information

in a reading. Through this unit, you will also learn techniques that will help you to write a personal experience paragraph in English. Furthermore, these reading and writing skills and the grammar rules about how to use Nonaction/Stative/Linking Verbs are reinforced and practiced in contexts focused on the way we perceive the world and situations around us. The vocabulary and grammar rules are targeted in this unit to be reviewed, expanded upon, and used in the textbook to be practiced through reading and writing activities to reinforce meaning, form, and function. Remember that you can also find some graded and non-graded activities that will provide you with meaningful feedback to monitor your progress, allowing you to self-correct and identify where improvement is needed.

## Focus on Reading

### 5.1. Inferring a General Abstract Idea from a Single Concrete Example

First of all, to better achieve the learning of the contents, it is useful to review the vocabulary for the unit. Thus, I invite you to analyze the following resource which provides the definition of keywords focused on how we perceive the world and situations around us:

#### Vocabulary Unit 5





Remember, you will be able to practice this vocabulary by completing all of the activities suggested in Unit 5 in your textbook.

The first reading strategy that you will learn during the second bimester is how to infer general abstract ideas in texts. It is not difficult because writers often use a specific concrete example to represent a more complex or abstract idea in a text.

Look at the following example, if an author wrote:

*"You don't need to get a Ph.D. to choose a good color for your kid's room."*

This means that the author isn't actually worried if you have a Ph.D. or not. That author is using this concrete example of an advanced degree to represent the more general idea of expert knowledge. The author actually means: *"You don't need to have a lot of color science knowledge to choose a good color."* The author also doesn't expect everyone who reads the article to have a kid. He/She is using the example *"kid's room"* to represent any room or project that a reader might want to paint. After reading this concrete example closely, we can infer the abstract idea that the author wants to convey (Haugnes & Maher, 2020).



To acquire this reading skill, it is appropriate for you to focus on the first text included in Unit 5 in your text where you will find activities that will help you to apply this strategy.

## 5.2. Taking Notes Using Abbreviations and Symbols

A reading strategy that can be helpful for you is to take notes while you are reading is to use common abbreviations and symbols for writing words and ideas in a shorter and faster way.

You can watch a video about this information and the most common abbreviations and symbols in the following link: [Note-taking - During the lecture](#). Those abbreviations and symbols can save a lot of time when you take notes, so use them to take notes more quickly. In *Chart 3*, you can find the most common abbreviations and symbols used to take notes from a text.

### Chart 3.

#### Symbols and their Meanings.

SYMBOL	MEANING
e.g. or x	for example
=	the same as / equal
≠	not the same as / is not equal
@	at
w/	with
w/o	without
s/t	something
b/c	because
x	incorrect / wrong
✓	correct
& or +	and
→	becomes or leads to
♂	men
♀	women

Now, as you read, think about using abbreviations and symbols in your notes. Furthermore, do not forget complete sentences are not necessary. Write just short phrases or words. This strategy will help you to make it easier for you to remember what you are reading at the end of the text.



I invite you to look at some examples and practice this strategy in the second text in Unit 5 in your textbook.

### 5.3. Scanning for Information

It is time to know one of the techniques most used by readers who sometimes may look for a specific piece of information within an English text. This is called **scanning**. For you to better understand this technique, in

the chart below, you will find a more complete description of it given by two authors.

#### Chart 4.

##### *Scanning.*

**SCANNING:** This technique is very useful for developing reading skills because through it you can find the specific information required more quickly. Scanning involves moving your eyes quickly along the text without reading word by word to circumvent terms or information that do not relate to what you're looking for in the text.

(Blanchard & Root, 2005)

So, as the authors suggest if you want to scan a text, you do not have to read every word in the text; instead, you must **quickly move your eyes over the words until you find the information** you are looking for.



Now, I suggest you go to the second text in Unit 5 in your textbook, there are examples and activities organized for you to practice scanning in English.

*Could you complete all the activities suggested in your basic textbook successfully?*

Perfect, now you can move forward with the writing part of this unit. Let's continue with the development of the activity described below.



#### **Recommended learning activities**

The following activity is **the first part of Game 5**; in which, you will apply the reading strategies studied during the week.



### Grammar

#### 5.4. Nonaction/Stative/Linking Verbs

This time let's focus on the use of **linking verbs**, also called **nonaction** or **stative verbs**. They are verbs that introduce more information about the subject of the sentence or that describe sense perception.

For a better comprehension of their use in sentences, check the following grammar explanations and examples in the following video [Linking Verbs](#).



Now, I suggest you go to unit 5 in your textbook. There, you can review the summary table that contains the basic grammar rules with their respective examples. Once you check the suggested information, it is important to go to the section that will allow you to practice linking verbs, so you will be prepared to focus on the development of the writing skill that you will learn in the next topic.

### Focus on Writing

#### 5.5. A Personal Experience Paragraph

In this course, you have learned how to write a complete and well-organized paragraph. It is time for you to write your personal experience in one of these paragraphs. Consider that for writing about a past personal experience, you should **provide concrete details** of the story to help readers "see" what happened.

In the following link [Writing about Personal Experience](#), you will find every detail you must consider in this kind of paragraph:

- Your feelings
- Your thoughts
- Objects around you (shape, color, size, ...)
- The smell

- The taste
- Actions

As a pre-reading activity, an **e-chart** is an excellent resource that will help you to organize the details to start your writing.

Look at the following model e-chart:

### **Chart 5.**

*E-chart.*

<b>Topic:</b> Your perception that changed	<b>First part:</b> What was the incorrect or different perception?
	<b>Second part:</b> What was the result?
	<b>Third part:</b> What did you learn?

As you could see on *Chart 5*, you must write the topic of your personal experience paragraph on the single line on the left, and use the three lines on the right for the three parts of the paragraph. This e-chart will be the basis for organizing your personal experience paragraph. When writing it, do not forget that 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. For this, try to use **verbs of perception** to describe your incorrect or different perception. Also, use **Descriptive Adjectives** to describe your experience interestingly and clearly (Haugnes & Maher, 2020).



With this explanation, it is time for you to practice writing activities that help you to write a step-by-step personal experience paragraph. You can do this in Unit 5 in your textbook.

Let's continue with your participation in the following recommended activities



## Recommended learning activities

It is time to participate in [the second part of Game 5](#). It will help you to practice the vocabulary and grammar contents studied in this Unit 5.

As a culminating activity, it is time to apply the writing strategy learned in this unit. ***Write a personal experience paragraph about a time when your perception of something or someone was incorrect or different from the people around you.***

### Process:

- Create an e-chart for your perception that changed.
- Based on the information you provided in the e-chart, describe three areas of this experience: your perception and what was incorrect or different, what happened as a result of this incorrect perception, and what you learned from it.
- Include the main parts of a complete paragraph.
- Consider applying *Nonaction/Stative/Linking Verbs* and the vocabulary of the unit.
- Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have completed the fifth unit and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing **Self- evaluation 5**.



## Self- evaluation 5

1. Select the appropriate option to complete the following statement:

*Killing all the insects might break the \_\_\_\_\_ chain.*

- a. grains
- b. food
- c. complex

2. Select the appropriate option to complete the following statement:

*I told you about the annoying \_\_\_\_\_ that grow everywhere.*

- a. weeds
- b. insects
- c. benefits

3. Select the appropriate option to complete the following statement:

*If the U.S. government \_\_\_\_\_ AquaAdvantage salmon, it will be the first GMO fish in the U.S.*

- a. approves
- b. tastes
- c. creates

4. Select the appropriate option to complete the following statement:

*The AquaAdvantage Company tells us that the new fish will not \_\_\_\_\_ any problems.*

- a. solve
- b. create
- c. contain

5. Select the correct option for the following definition:

*It is grown with no pesticides or herbicides.*

- a. Organic food
- b. Local food
- c. Vegan food

6. Select the correct option for the following definition:

*It has very little fat in it.*

- a. Gluten-free food
- b. Low-fat food
- c. Vegan food

7. Select the appropriate option to complete the following context:

*Someone who is allergic to wheat eats \_\_\_\_\_.*

- a. low-fat food
- b. vegetarian food
- c. gluten-free food

8. Match the statements. Click on the items to make a match.

After talking with his eye doctor,  
Michael still doesn't understand  
why he cannot see color very well.

He thought it was a joke

The man loved the optical illusions  
in the book. He looked at them for  
hours.

He needs a better  
explanation.

John heard the sounds of people  
talking, but he didn't understand  
what they were saying.

He couldn't interpret  
them.

When Jerry's wife told him that the  
gold dresses in the picture were  
actually blue, he just laughed

The images helped him  
understand.

Vladimir got an A in Anatomy,  
even though the words were really  
difficult.

He was fascinated by  
them.

9. Read the text about the history of color words. Then, as you read, take notes on main ideas and details in the chart below. Use abbreviations and symbols in your notes.

### Color Over Time

In 1858 a scholar named William Gladstone noticed that in “the Odyssey”, written in the 8th Century BC, Homer describes the sea as “wine-dark? Not blue-green? Or deep blue? How could the sea look red? When Gladstone looked further, he realized homer never used the word blue-not once in a book about an adventure at sea.

Since 1858 scientists have studied most of the languages in the world. They have learned that no matter how many words for color a language has, they all develop the color words in the same order. If a language has only two words for color, they are always black and white, or “light” and “dark”. If a language has a word for a third color, it is almost always red, the color of blood or wine. The fourth and fifth colors are usually green and yellow (in either order). The sixth is blue.

#### TOPIC: Color Over Time

Main Ideas	Details

10. Scan the following paragraph and choose the correct answer to complete the statement:

In many countries, such as the US, Germany and Japan, most people regularly use only 11 color words: black, white, red, green, yellow, blue, brown, orange, pink, purple, and gray. A small number of people in these countries, such as artists or designers, know and use 50 to 100 different words for very specific colors like turquoise, amber, or indigo. But this is still a tiny number compared to the number that our eyes can perceive. Biologically, our eyes and our brain can “see” thousands of colors, but, for most of us, we only have common words for about 11.

*Artists in the US, Germany, and Japan usually know between \_\_\_\_\_.*

- a. 11–12 color words
- b. 50–100 color words
- c. thousands of colors

11. Scan the following paragraph and choose the correct answer to complete the statement:

If you look at a rainbow, there is no clear beginning or end of each color. Some people believe that your culture defines where one color stops and another begins. But researchers who study babies and color believe we might be born with clear color categories in our heads. A study of 4-month-old and 8-month-old babies showed that the babies were quicker to notice a green circle against a medium-blue background than a light-blue circle against that same medium-blue background. This makes scientists think that how we decide a color's category may be something we are born with—not something that comes from our culture.

*The study on babies and color was on 4-month-olds and \_\_\_\_\_.*

- a. 10-month-olds
- b. 6-month-olds
- c. 8-month-olds

12. Choose the correct answer.

*I think Han smokes a lot. He always smells \_\_\_\_\_ cigarettes.*

- a. Ø
- b. like

13. Choose the correct answer.

*Have one of my homemade cookies. They look \_\_\_\_\_ messy, but they are actually delicious.*

- a. Ø
- b. Like

14. Choose the correct answer.

*It seems \_\_\_\_\_ there are a lot of people on the bus today. Is there a baseball game today?*

- a. Ø
- b. like

15. Choose the correct answer.

a. *The roses in my front garden \_\_\_\_\_ so good! They \_\_\_\_\_ my grandma's house. Look! Even those little children like the roses. They \_\_\_\_\_ them now.*

- a. ... smell... smell like... are smelling....
- b. ... smell like... are smelling... smell....
- c. ... are smelling... smell... smell like....

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**CONGRATULATIONS!!**



### Unit 6. Adventure

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Moving forward with the study of this interesting subject, it is time to you to address unit 6, in which we will focus our attention on the new reading strategies that are introduced to help you to infer meaning from metaphors found in a text, to create an outline for taking notes about a text and recognize the use of the Present Tense in a story about the Past. Moreover, you will also learn writing strategies to be prepared to write a one-paragraph Story. These reading and writing skills and the grammar rules about how to form and use Time Clauses in the Present Tense are reinforced and practiced in contexts that deal with adventures in stories from heroes from around the world and the elements that these stories have in common.

#### Focus on Reading

##### 6.1. Inferring Meaning from Metaphors

To better achieve the learning of the contents, it is useful to review the [vocabulary of unit 6](#), thus I invite you to analyze the following resource which provides the definition of keywords related to adventures from heroes around the world.



## Vocabulary Unit 6



Before starting to practice this new vocabulary in all of the activities suggested in Unit 6 in your textbook, answer the following question:

*Who is your favorite hero?*

As a careful reader, you must know that a writer sometimes suggests a complex idea by using a metaphor (A figure of speech describing something by calling it something else)

In the following video about **Metaphors**, you will find the information that will help you to understand what they are, and how writers use **them to make the complex idea simpler and clearer**. For instance, the writer could use the phrase "*He is in a cave*" in a text, as a metaphor, when the author actually wants you, as a reader, to infer the dark, difficult things in his life, such as sadness, poverty, anger, poor health, or any other negative human experience. The author simplifies these complicated ideas by using the word **cave** because this word holds all the feelings and meaning of those difficult things.



To acquire this reading skill, it is appropriate for you to focus on the first text included in Unit 6 in your textbook. After reading the text closely, especially certain words or phrases that are used as metaphors, through different activities suggested there, you will be able to infer the full meaning of the complex ideas the author wants to convey.

## 6.2. Creating an Outline to Take Notes

Consider the following interesting strategy that can be helpful for you.

Check the following link [Outlining Method for Note Taking](#). It suggests that **when taking notes** on a text, it can be helpful for you to **use an outline** to show the basic structure of the text. For this:

- Write points in an organized manner based on space indentation.
- Place major points farthest to the left.
- Indent each more specific point farther to the right (level of importance is indicated by distance away from the left margin).

For example, some readings are set up with a simple structure, such as:

1. *There are three parts in this story.*

- a. *Part One,\_\_\_\_\_*
- b. *Part Two,\_\_\_\_\_*
- c. *Part Three,\_\_\_\_\_*

or

1. *I like this story for three reasons.*

- a. *Reason 1,\_\_\_\_\_*
- b. *Reason 2,\_\_\_\_\_*
- c. *Reason 3,\_\_\_\_\_*

This strategy allows for a note-taker to focus first on the main idea of the whole reading, then on the main points (parts or reasons); and then, if needed, on the details.

### 6.3. Recognizing the Use of the Present Tense in a Story About the Past

A fact that can be a little confusing for you is that while you are reading an English text, you are going to notice that **tenses** can **affect how we feel about that text**. If a story is written in the **past tense**, we feel more **distant** from those events. That is because those events happened before now, so they don't matter as much. However, if a story is written in the **present or present progressive tense**, we feel more **connected** to the events. That is because those events feel like they are happening now, and they are more exciting and interesting.

Additional to this information, in the following link [Writing a Story in Present Tense](#) you will find the main reasons why a story that already happened should be written in Present Tense:

- To feel more cinematic. (You will follow along with the character in 'real time'. This makes it easy to visualize.)
- To deliberately mislead the reader. (Regarding an unreliable narrator)
- To make everything feel immediate (As the story isn't over -like with past tense- anything can still happen, so readers are engaged to know what will happen)
- To use *first-person* point of view.
- To simplify tense usage.

It is time for reading the second text in Unit 6 in your textbook.

*Did you like the text? Interesting, isn't it?*



Now, it is time to check your reading comprehension and practice the last two reading strategies learned, I invite you to develop the activities suggested after that reading.

Let's continue with your participation in the following recommended activity



## Recommended learning activities

The following activity is [the first part of Game 6](#); in which, you will apply the reading strategies studied during this week.



### Week 12

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## Grammar

### 6.4. Time Clauses in the Present Tense

In this opportunity, we will focus on how we can combine two sentences that tell about time by using a time clause and the main clause. These kinds of combined sentences are called **Time Clauses in the Simple Present**. For you to understand better this, I suggest you review the table that contains a summary of the most important grammar rules with their respective examples about Time Clauses in the Simple Present suggested in Unit 6 in your textbook.

In addition, to emphasize this grammar topic, I invite you to check those grammar rules in the following video [Adverbial Clauses: TIME CLAUSES](#).

Once you have reviewed this grammar topic, I ask you the following questions:

*Is a comma used when the main clause starts a sentence?*

*Could you answer the question successfully?*



Perfect, do not forget to practice what you have learned about this grammar topic in the suggested exercises in Unit 6 in your textbook.

## Focus on Writing

### 6.5. A One-Paragraph Story

When you think about stories, you think they must be long. However, in English, you can write them in just one paragraph. First of all, you need to choose, the main character for your story. Then, write a list of the main events and the important characteristics of those events. Don't forget to list those events in order. Furthermore, **an outline** can be helpful for you, as a writer, to organize those events. In short texts, as the story you want to write is just one paragraph, each section of the outline may be a few sentences. But consider that this strategy can also be applied for longer texts, where each section of the outline would be a paragraph.

For example, the outline that is in *Picture 5* shows you how you could organize the main parts of a hero's story to write the final draft of the story in just one paragraph (Fitzpatrick, 2011).

#### **Picture 5.**

#### *An Outline of a Hero's Story.*



Now, you are ready to write the first draft of your one-paragraph story. For this, include all the information in your outline. On the other hand, if you

want your readers to think that your writing is important consider including **explanations** (tell what something means or why someone does something); and **examples** (descriptions of situations or events that support general ideas) because both help the readers understand what you are trying to express through the supporting sentences (Fitzpatrick, 2011).



Finally, to put into practice what have you learned during this week, I invite you to complete the activities presented in unit 6 in your textbook for this writing purpose.

As a complement, check the following link where you can expand your knowledge about [The Structure of a Short Story](#).

Dear student, I invite you to participate in the following recommended activities



### Recommended learning activities

It is time to participate in [the second part of Game 6](#). It will help you to practice the vocabulary and grammar contents studied in Unit 6.

In this unit, you have read about adventures and heroes' stories. According to some readings in your basic book, every culture has hero stories. There are many websites about everyday heroes, superheroes, and comic book heroes. Now, that you know about the topic, you are ready to ***write a paragraph explaining why you think people are so interested in heroes and what heroes do for our lives.***

#### Process:

- Write a paragraph explaining why you think people are so interested in heroes and what heroes do for our lives.
- Consider the three main parts to describe hero stories:
  1. The hero's challenge.
  2. How heroes use their strength, intelligence, or heart to overcome challenges.
  3. And, the effects (ways the success changes heroes and others in the story).
- Include the main parts of a complete paragraph.

- Consider applying *Time Clauses in the Present Tense* and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have just concluded the study of unit 6. It is time to verify your knowledge by developing **Self- evaluation 6**



## Self- evaluation 6

1. Select the appropriate option to complete the following statement:

*\_\_\_\_\_ is a hero from Greek stories famous for his journey home to his family from the Trojan War.*

- a. Odysseus
- b. James Bond
- c. Goku

2. Select the appropriate option to complete the following statement:

*\_\_\_\_\_ is a Japanese Manga her. He is known for his strength. He uses his strength to bring people to safety and create peace.*

- a. King Arthur
- b. Goku
- c. Robin Hood

3. Select the appropriate option to complete the following statement:

*\_\_\_\_\_ is a British hero who helps the poor at every opportunity. Whenever he can, he steals money from the rich and gives it to the poor.*

- a. Robin Hood
- b. Jim Hawkins
- c. Mulan

4. Select the correct option for the following definition:

*"A trip, usually a long one."*

- a. Treasure
- b. Journey
- c. Struggle

5. Select the correct option for the following definition:

*"An older and wiser person who helps a younger person."*

- a. Succeed
- b. Mentor
- c. Opportunity

6. Select the correct option for the following definition:

*"A chance or a time to do something."*

- a. Intelligence
- b. Safety
- c. Opportunity

7. Which of the following sentences is the correct one?

- a. When Hippomeses meets Atalanta he falls in love with her.
- b. Hippomeses falls in love with Atalanta when he meets her.
- c. Hippomeses falls in love with Atalanta, when he meets her.

8. Select the appropriate option to complete the following statement:

*I love this book because it is a great \_\_\_\_\_.*

- a. adventure
- b. defeated
- c. exciting

9. Select the appropriate option to complete the following statement:

*Campbell believes that \_\_\_\_\_ to find deeper powers within ourselves come when life seems most difficult.*

- a. opportunities
- b. treasures
- c. safety

10. Select the appropriate option to complete the following statement:

*All people live through difficult \_\_\_\_\_ and must use their strength, intelligence, and heart to succeed.*

- a. dangerous
- b. struggles
- c. opportunities

11. Decide if you should use a comma or not in the following sentence to make it correct.

- a. After Campbell started teaching at Sarah Lawrence College, he met his wife.
- b. After Campbell started teaching at Sarah Lawrence College he met his wife.

12. Read the story about everyday heroes. Then, as you read, take notes on the main ideas and details in the chart below. Use an outline in your notes.

### **Ordinary People, extraordinary Acts**

What makes someone a hero? Philip Zimbardo, a Stanford University professor, studies heroes. He says that heroes must do one of three things. One, they must help during a dangerous emergency. Two. They must fight against unfair people or rules. Or three, they must give up something for a stranger. In his recent study, Zimbardo interviewed 4,000 American adults and found that 20% of them are heroes. "Heroes are ordinary people," says Zimbardo. "You become a hero by doing something extraordinary."

The study asked people "Have you ever done something that other people thought was heroic?" Those who answered "yes" chose from a list of actions: helping another person in a dangerous emergency (for example, a car accident); fighting an unfair person or rule (for example, two people doing the same job for different pay); giving a stranger something valuable (for example, your coat on a cold day).

Among people who said they did something heroic, 55% helped someone during an emergency, 22% fought an unfair person or rule and 5% gave something valuable to a stranger. "these are people who did very dramatic things," Zimbardo says. "They're everyday quiet heroes."

**TOPIC: Ordinary People, Extraordinary Acts**

Main Ideas	Details

13. Choose the correct answer. Why is the following story written in the simple present tense?

Atalanta is a popular Greek hero. She is a great runner. She can run faster than any man or woman. Her father wants her to marry. But she doesn't want to belong to any man. When she refuses to marry, her father gets angry. They argue. Finally, she agrees to a deal. She will marry the first man who can beat her in a race. Many young men try to defeat her, but they all fail. She is too fast. One young man, Hippomenes, asks a god for help. The god tells him to throw down three golden apples on the race course. When he does this, Atalanta stops running to look at the beautiful golden apples. Hippomenes wins the race, and Atalanta marries him.

- a. Because the story happened in the past
- b. Because the author wants the audience to think the story happened in the recent past.
- c. Because the author wants the audience to feel like they are watching the action now.

14. Choose the complete sentence.

- a. After he killed the enemy.
- b. After he killed the enemy, the young soldier became a leader of his men.
- c. The young soldier became a leader of his men killed the enemy.

15. Drag and drop the sentences to complete the following paragraph:

This is the story of Laurie Eldridge. One day, Ms. Eldridge was outside working in her garden. When she looked up, she saw a car stuck on some nearby train tracks. Inside the car was an 81-year-old woman who didn't notice there was a train coming toward her. Ms. Eldridge reacted quickly.

\_\_\_\_\_ The car was destroyed, but it turned out that the woman, Angeline Pascucci, was OK. Ms. Eldridge said she just did what any ordinary person would do. However, the people in her community disagreed.

- a. They praised her actions and gave her an award to thank her for her courage.
- b. She ran to the car and pulled the woman out of it just before the train arrived.
- c. They praised her actions and gave her an award to thank her for her courage.
- d. She ran to the car and pulled the woman out of it just before the train arrived.

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**CONGRATULATIONS!!**



## Unit 7. Health

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It is time to study unit 7, the topics that will be addressed through this unit are very interesting. Well, in this unit, you will learn new reading and writing strategies that help you to improve these skills; specifically, you will be able to infer judgments in a text, take double-entry notes about a text, and visualize while you are reading a text. Also, you will learn strategies that help you to write a narrative paragraph. These reading and writing strategies and the grammar rules regarding Adverbs of Manner are reinforced and practiced through the content, instructions, and activities in contexts focused on health; especially on, traditional and home remedies as compared with modern medicine.

### Focus on Reading

#### 7.1. Inferring Judgments

Before starting to know the new reading and writing strategies that unit 7 has for you, to better achieve the learning of the contents, it is useful to review the [vocabulary of unit 7](#). Thus, I invite you to analyze the following resource which provides the definition of keywords related to traditional and home remedies to cure some health problems.



## Vocabulary Unit 7

Blood	Shot	Suckers	Cure	Sore throat
<b>Patients</b>	<b>S</b>	<b>Treat</b>	<b>Anesthetic</b>	<b>Popular</b>
Saliva	w	Gross	Reattachment surgeries	Flaw
Fever	l	Veins	Antibiotics	Worm
Nodded	e	Relax	Gently	Pus
	n	ing		

UTPL

As a reader, you can often use inferences to the judgments or opinions that writers usually make about a topic. Consequently, you can infer those judgments based on clues or specific pieces of information in the text.

To learn a little about how writers usually make judgments, it is important that you identify the difference between *facts*, *inferences*, and *judgments* by checking the following video: [Making Judgments](#).



You can also look at some examples and practice how to apply this reading strategy after the first text included in Unit 3 in your textbook.

## 7.2. Taking Double Entry Notes

When a text is difficult to understand, you find it hard to interact with that text. As a good reader, you must know different reading strategies to help you to interact with the text and understand the meaning of the information provided in texts. Therefore, interaction is important for deep reading understanding.

A **Double Entry Note-taking** chart will help you to take notes and have that expected reading interaction. That means that if you read a sentence in a text, you should have a thought or a question or a reaction to that sentence, and then you go on to read another sentence that makes for more thoughts,

questions, and reactions. Through this kind of table, you will be able to take notes of those thoughts, questions, and reactions about the information you are reading.

As a helpful resource, *Chart 6* is a good example of a **double entry note-taking** table. This strategy can help you to interact more with the text.

Look at the example and read the explanation.

### Chart 6.

*Double Entry Note-Taking Table.*

Fact	Text	Thought / Opinion
: .....	..... .....	: .....
: .....	..... .....	: .....
: .....	..... .....	: .....

On the left of this **double entry note-taking table**, you must write short descriptions of what is stated in the text. And on the right, you must write your thoughts or opinions about the text.



Now, it is time for you to go to your textbook. In the second text in unit 7, you will find interesting activities that will help you to practice interacting more with texts through the following strategy.

### 7.3. Visualizing While Reading

The following reading strategy will help you to make the process of reading funnier and easier. As a strong reader, you must try to see images in your head of what you are reading. This is called **visualizing**. It can connect you to the story by building understanding as you read.

## **Picture 6.**

*Storyboards.*



<https://www.shutterstock.com/image-photo/womans-hand-draws-storyboard-film-cartoon-1555670312>

Look at *Picture 6*. It shows you one of the tools that will help you to improve visualizing; that is, to create **storyboards**, which are boxes of simple drawings, like comic strips that tell the important actions or moments of a story.

In the following video, [Storyboards in Education](#), you will find interesting information about how to create them.



This strategy will help you to complete the activities presented after the second text in unit 7 in your textbook. Remember it is so important you practice all of the reading and writing strategies learned. That is the unique way you achieve the main outcomes of this course.

Dear student, I invite you to participate in the following recommended activity



### **Recommended learning activities**

The following activity is [the first part of Game 7](#); in which, you will apply the reading strategies studied during the week.



### Grammar

#### 7.4. Adverbs of Manner

*Do you know or remember adverbs of manner? What are they? What is their role in a sentence?*

If you do not remember this topic very well, I invite you to review the table in your textbook that contains a summary of the most important grammar rules with their respective examples to use **Adverbs of Manner** in sentences. Furthermore, to help you better understand this topic, in the following resource you will have further information about the topic.

#### Adverbs of Manner



Do not forget to practice what you have learned about adverbs of manner in the activities suggested for this purpose in Unit 7 in your textbook. If it is your preference, you can also access to webpages on the Internet to develop extra exercises that allow you to get more training about this grammar topic.

### Focus on Writing

#### 7.5. A Narrative Paragraph

Well, at the moment you know how to write a complete paragraph. It is time to learn how to write a narrative.

First, I would like you to review the following video [Write a Narrative Paragraph](#). Regarding this information, consider that a **narrative** is a story about something that could happen to you or someone else. For this task, you need to write the story in the first person, don't switch between tenses, and answer the following questions in the paragraph:

**Who** this story happened to?

**When** did it happen?

**Where** did it happen?

Then, describe the following:

**What** happened?

And, **how** did it happen?

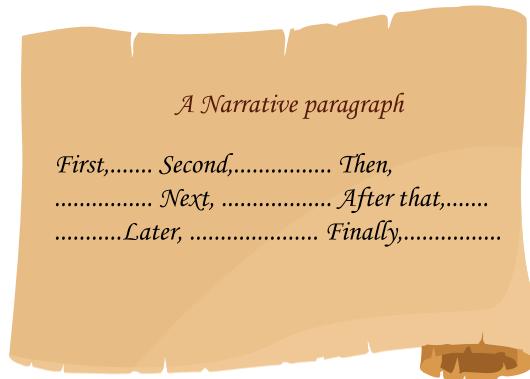
A strategy that is a helpful resource to get ideas before writing this kind of paragraph is **Brainstorming**. For this strategy, you think of as many ideas as possible about a topic. Those ideas can be alone or in a group. And, from this brainstorming, you can choose the idea or ideas that will be included in your narrative paragraph. The idea is to list as many ideas related to the subject as you can (Vance, 2009). The author also suggests using **graphic organizers** for your brainstorming ideas.

Another strategy that you must implement in narrative paragraphs is to **use time order words** to tell the story in the first person. Those words help your readers understand the story better if you describe things in the order they happened (Weal, 2013).

Time to know the most common time order words through the following picture:

## **Picture 7.**

*Time Order Words.*



(Weal, 2013).



With this previous information, it is time you go to your textbook. In the focus on writing part in unit 7, you will find some tips on how to write a narrative paragraph. After that, complete all the exercises related to this writing strategy there, they will be very useful in the process of improving your reading skill.

Now, let's continue with the development of the activities described below



### **Recommended learning activities**

It is time to participate in [the second part of Game 7](#). It will help you to practice the vocabulary and grammar contents studied in Unit 7.

In this unit, you have read about many methods of medicine that do not require a doctor. But modern families practice home remedies less frequently now than in the past.

*Do you think we should teach home remedies to college students so that these remedies and traditions can continue?*

Now, ***write a paragraph explaining why you think we should try to preserve these traditions.*** The following activity will help you to practice the writing strategies studied in this unit:

### **Process:**

- Write a paragraph explaining why you think we should try to preserve the tradition to use home remedies by teaching them to college students.
- Include the main parts of a complete paragraph. Provide enough reasons as supporting sentences.
- Consider applying *Adverbs of Manner* and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have completed the seventh unit and I'm sure you've learned a lot. Therefore, it is time to verify your knowledge by developing **Self- evaluation 7.**



## Self- evaluation 7

1. Select the correct option for the following definition:

*An area on your body that becomes larger than usual because of injury or sickness.*

- a. Swelling
- b. Saliva
- c. Veins

2. Select the correct option for the following definition:

*When a liquid moves slowly from one place to another.*

- a. Saliva
- b. Treat
- c. Flow

3. Select the correct option for the following definition:

*The tubes that bring blood back to the heart from the rest of the body.*

- a. Sore throat
- b. Patients
- c. Veins

4. Select the correct option for the following definition:

*To make a sick person well again.*

- a. Cure
- b. Swollen
- c. Flow

5. Select the correct health problem for the following fact:

*The most common remedy for this problem is cool water.*

- a. Toothache
- b. Sprained ankle
- c. Fever

6. Select the appropriate option to complete the following statement:

*I fell off my bike and got a small cut on my ankle. I forgot to wash the cut or put a \_\_\_\_\_ on it.*

- a. bandage
- b. shot
- c. swollen

7. Select the appropriate option to complete the following statement:

*As the doctor was giving me a \_\_\_\_\_ of antibiotics, I was thinking, "I sure don't like shots, but at least they aren't as gross as leeches!".*

- a. flow
- b. shot
- c. cure

8. Select the appropriate option to complete the following statement:

*Medicinal leeches live on the \_\_\_\_\_ of other animals.*

- a. skin
- b. blood
- c. suckers

9. Select the correct option for the following definition:

*They are a kind of worm from one millimeter to five centimeters long.*

- a. Fevers
- b. Surgeries
- c. Leeches

10. Which of the following sentences is not correct?
- He got used to it easily.
  - She came quickly when I called her.
  - She worked hardly.
11. Select the appropriate option to complete the following statement:
- The patient was sleeping, so the doctor talked to the nurse \_\_\_\_\_.*
- calm
  - quietly
  - easy
12. Read the following sentence. Decide if you need an adjective or an adverb and write the correct form of the word that is in parentheses.
- If you don't take an aspirin, your headache will go away \_\_\_\_\_ (slowness) or not at all.*
- His cut was \_\_\_\_\_ (pain). It hurts a lot.*
- The baby came in the middle of a snowy night. We drove very \_\_\_\_\_ (care) to the hospital, but we got there in time.*
13. Read the article about video games. Then, as you read, take notes on the main ideas and your thoughts in the double-entry note chart below.

### **Video Games for Health?**

Drs. Janice and Tom Baranowski created several video games that teach children to make healthier choices about food and exercise.

Their first game was *Squire's Quest!* Ten-year-olds played it twice a week for five weeks at school. After the five weeks, most of the children added one more fruit or vegetable to their diet each day.

The Baranowskis then created *Escape from Diab* and also *Nanoswarm*, which teach children how food and exercise choices affect the body. Each of these games produced results that were almost as good as Squire's Quest!

Why do the games seem to work? The games help children set specific, clear goals. "It's not just, 'I'm going to eat more fruit and vegetables.' It's 'Tomorrow, on Friday, for lunch, I'm going to eat a banana. On Saturday, for dinner, I'm going to have a  $\frac{1}{2}$  cup of corn. The pick the day, the meal, the fruit, or vegetable that they're going to eat and how much," Janice Baranowski explains. Once they set the goals, they're locked out of the game. When they come back to play the game three days later, it asks them how they did. If they didn't meet their goal, the game will help them to figure out what happened and what they can do next time to meet the goals.

"We think video games are the future of health education for children," she says.

### ***Double-entry note chart:***

TOPIC: Video Games for Health?	
Main Ideas/Details	Thoughts/reactions/opinions

14. Read the story about a remedy. Choose two pictures to make a storyboard for the remedy.

### ***Home remedy***

#### Bad Breath

Bad breath, known as halitosis, is a terrible thing to live with. But the cure for it is right there in your refrigerator: yogurt. Take at least two servings a day of this delicious wonder. Use plain yogurt with no sugar or fruit. It will change your mouth and tongue so that it won't make any more of the bad bacteria answers that creates the smell of bad breath.

- a. Picture 1: A picture of a refrigerator.
  - b. Picture 2: A person's face with wavy lines showing the bad breath coming out of their mouth.
  - c. Picture 3: A person talking to another person.
  - d. Picture 4: A person eating yogurt.
15. Read the story about a remedy. Choose two pictures to make a storyboard for the remedy.

### ***Home remedy***

#### Bug bites

Most toothpastes will stop itchy bug bites. It's not actually the toothpaste itself. It's the peppermint oil itself, that's even better. Either way, putting peppermint oil to a bug bite or just using a bit of toothpaste will immediately lessen the itchiness from most bug bites.

- a. Picture 1: A person holding toothpaste tube.
  - b. Picture 2: A person scratching bug bites.
  - c. Picture 3: A bug.
  - d. Picture 4: A person putting toothpaste on their leg.
16. Read the story about a remedy. Choose two pictures to make a storyboard for the remedy.

### ***Home remedy***

#### Warts

Duct tape—that grey thick metal-looking tape. It sounds crazy, but it works. Instead of going to the doctor to get your warts frozen off, just cover the warts with duct tape. After cleaning a wart off, just apply a strip of the tape, and then keep it there for three days. After that, remove the tape and scrape off the dead skin, and then apply new tape. Continue this process every three days until the wart goes away.

- a. Picture 1: A roll of duct tape.
- b. Picture 2: A finger with a wart.
- c. Picture 3: A person with duct tape on their finger smiling.
- d. Picture 4: A finger with no wart.

17. Drag and drop the words to complete the paragraph.

A Neti pot is a small pot with a long spout. People use Neti pots to clear their noses when they have colds. Here's how to do it. \_\_\_\_\_, make the rinsing water. Add 1 teaspoon of salt to 1 cup of clean warm water. \_\_\_\_\_, put the rinsing water in the Neti pot and lean over a sink. \_\_\_\_\_, turn your head to the side and pour half the rinsing water into one side of your nose. Let it pour out the other side into the sink. \_\_\_\_\_, turn your head the other way and pour the second half of the rinsing water in the other side of your nose. Repeat these steps every morning and evening while you have a cold. It will help cure your cold quickly.

- a. First
- b. Second
- c. Third
- d. Finally

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

[Answer Key](#)



**CONGRATULATIONS!!**



### Unit 8. Culture

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Welcome to the last unit of this educational subject!!! I'm sure your effort and dedication have been worth it because you can now notice that your academic reading and writing skills have improved substantially. The establishment of solid foundations in these skills will allow you to continue studying more complex aspects of the subject. In the next cycle and in the future, this skill will facilitate your writing of more elaborated and extensive texts, such as your thesis project. So, *let's get started!*

The new reading strategies, that are introduced in unit 8, will help you to take notes about a text with a Mind Map, and to identify the purpose of quoted speech in a text. Besides, you will learn writing strategies to be prepared on how to write a concluding sentence in a paragraph, and how to write a paragraph based on an outline. These reading and writing skills, and the grammar rules about how to form and use *Will* and *Be Going To* to Express Predictions and Future Plans will be reinforced and practiced in contexts related to culture: indigenous people, endangered cultures, and the effects of the modern world on their unique ways of life.

#### Focus on Reading

##### 8.1. Taking Notes with a Mind Map

To better achieve the learning of the contents, it is useful to review [the vocabulary of unit 8](#), thus I invite you to analyze the following resource which provides the definition of keywords related to the indigenous people and endangered cultures worldwide:



## Vocabulary Unit 8

P	Dam	C	Armpit	E	Urgent	W
o w e r f u l	Protest	o n v i n c e	Roots	nd a n g e r e d	Logging companies	h i s t l e
	Ancestors		Survive		Mining companies	
	Destroy		Unique			
	Adapt		Connect		Nomadic	

UTPL

Increasing your vocabulary related to culture will provide you the opportunity to read about the topic in the readings proposed in the textbook. Those texts include interesting information about cultures around the world which were recorded on the *National Geographic* map until 1999. Please read those texts and don't miss a single detail because they are so interesting.

The following reading strategy is useful if the story you are reading has a lot of information that you want to remember.

As you can see in Graph 6, **Mind mapping** can help you to take notes, organize the information, and show the relationship between ideas in a nonlinear way.

## Graph 6.

### Mind Map.



<https://www.dreamstime.com/vector-graphic-illustration-icon-abstract-my-mind-map-infographic-image137725813>

To go deeper into this reading strategy, I invite you to review the following video: [Mind Maps for students](#).

Now, you know what Mind Maps are and what do, you need to consider making one of them. To create one; first, highlight or underline the important information in the text. Second, write the main topic of the content in a large bubble in the middle of the page. Then, return to your highlighted text and add the main ideas to the page in bubbles connected to the topic in the middle. Then, you can add details to the main ideas bubbles by drawing lines from each main idea bubble to a detail bubble.

Remember to use **short phrases, symbols, and single keywords** (you learned about using symbols in the first unit of this bimester, in unit 5). Shortening and rephrasing sentences can be a little difficult for you, but it will help you to keep the mind map simple and easy to read later.



It is time you look at some real examples and complete some activities to practice making Mind Maps based on some texts after the second text in unit 8 in your textbook.

## 8.2. Identifying the Purpose of Quoted Speech

To understand this strategy, first of all, you need to identify the purpose of quoted speech by watching the following video: [Quoted and Reported Speech](#). As you could realize, as a reader, you find **direct quotes** in a story, those quotes invite you to “hear” what the people in the story are saying, so you will be able to understand them better. We can know, not just the writer’s perspective of the story, we can hear what characters in the story said at the moment the story happens (memories). Even, through this quoted speech, we can hear how the writer and characters feel. Also, through the writer’s description, before or after the quoted speech; as readers, we can imagine the moment and the surroundings when the characters say something.



Now, it is essential that you go to unit 8 in your textbook. After the second text, you will find examples of quoted speech in context, and complete the suggested exercises to identify the characters’ speech in different readings.

## Grammar

### 8.3. Future Tense: *Will*, *Be Going To*, Present Progressive, and Future Time Markers

*How are you making predictions or future plans?*

The grammar rules to use and form sentences using *Will*, *Be Going To*, Present Progressive, and Future Time Markers in context will help you to express all those ideas that you project to run in a later time than you are talking about; that means that when you predict or make plans for the future. In the following resource, you can check those grammar rules.

[Future Tense, Present Progressive, and Future Time Markers](#)



Once you have checked the grammar rules, I invite you to read and analyze the grammar explanation presented in your textbook and complete the suggested exercises to practice this future tense through interesting activities you can find in unit 8.

## Focus on Writing

### 8.4. Writing a Concluding Sentence

Remember that in the first bimester, concluding sentences were introduced as the last part included in a paragraph. However, it is time you know that a **concluding sentence** shows you the end of the paragraph. If a concluding sentence is added in a one-paragraph composition, it seems more complete. It can help you to restate the main idea of a paragraph. Through them, you can also make a suggestion or express an opinion about the topic of the paragraph (Fitzpatrick, 2011). The same author suggests the following tips for writing concluding sentences:

- *You can repeat the vocabulary of the controlling idea (the major supporting points) or use word forms or synonyms. Or you can just refer to the topic sentence in a general way.*
- *You can add a final thought, but do not introduce new information that readers would want you to explain or a new opinion that readers would want you to support. (p.37)*



Now, go to unit 4 in your textbook. There, you will find some examples of how to identify and write supporting sentences in a paragraph.

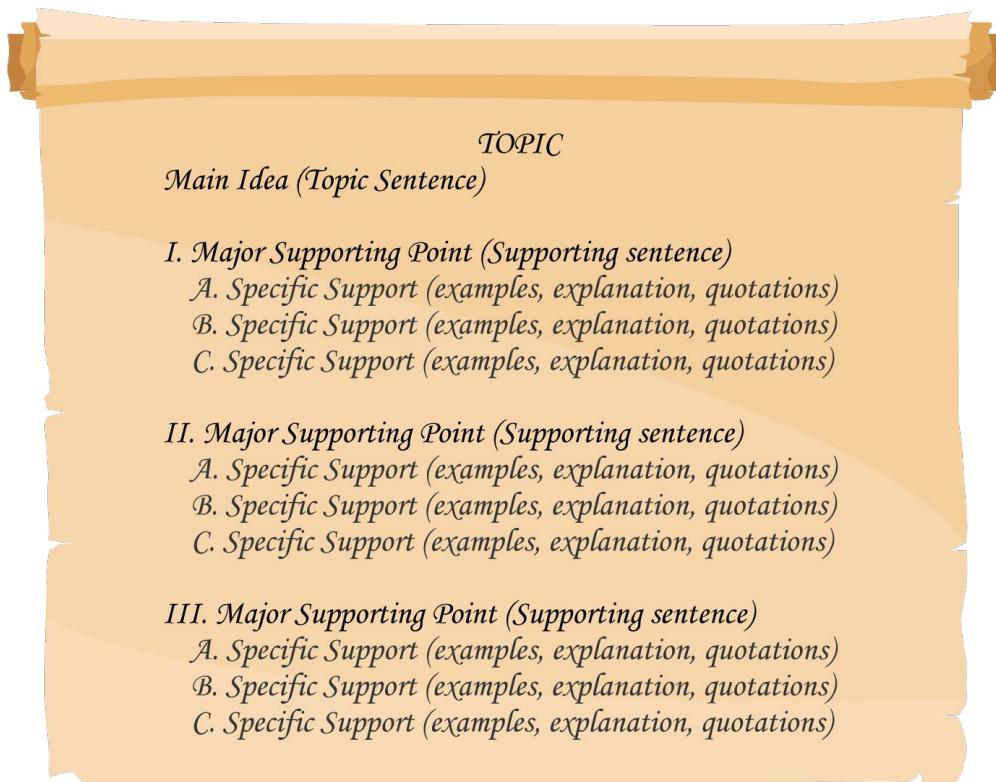
### 8.5. A Paragraph Based on an Outline

In unit 6, you had a general view about how to make outlines for organizing information while you are reading a text. However, you must know that you can also use **outlines** as a writing tool that helps you to organize information before writing a text. That is because to write a well-organized paragraph, you need to select the right information. And that is what Outlines offer to you, they will help you to organize all the ideas you have by telling you what information to include in the writing structure (Fitzpatrick, 2011).

Picture 8 shows how to outline for organizing information that is going to be included in a structure of a three-level paragraph.

## **Picture 8.**

*Outline for a paragraph.*



(Fitzpatrick, 2011).



Once you have reviewed the previous information and this writing strategy presented in unit 8 in your textbook, you can also complete the exercises suggested there. They will help you to use and practice the writing strategies learned in the study of this unit, therefore, to improve your writing skills.

Now, let's continue with the development of the activities described below.



### **Recommended learning activities**

The following activity is **Game 8**; in which, you will apply the vocabulary, grammar rules, and reading strategies studied in this Unit 8.

Dear student, to practice the writing strategies reviewed in this unit, I invite you to do the following activity: ***Based on an outline, write a paragraph about your prediction for a group of an endangered culture in your country.***

**Process:**

- Brainstorm ideas about the topic.
- Organize those ideas in an outline.
- Use the information of the outline to write a paragraph about your prediction for a group of endangered culture in your country.
- Include the main parts of a complete paragraph. Provide enough reasons as supporting sentences. Your prediction will be your main idea. Provide at least two or three reasons for your prediction. Write some facts that support your reasons for each one of your predictions.
- Consider applying Future Tense: *Will*, *Be Going To*, Present Progressive, and Future Time Markers and the vocabulary of the unit.
- Be careful to edit the information for grammatical and mechanical errors, such as spelling, capitalization, and punctuation.

You have just concluded the study of unit 8. It is time to verify your knowledge by developing **Self- evaluation 8.**



## Autoevaluación 8

1. Select the appropriate option to complete the following statement:

*The San of southern Africa do not \_\_\_\_\_ well to modern life.*

- a. adapt
- b. survive
- c. endangered

2. Select the correct option for the following definition:

*To continue living in spite of difficulties or illness.*

- a. Survive
- b. Destroy
- c. Roots

3. Select the correct option for the following definition:

*Members of your family who lived a long time ago.*

- a. Holy
- b. Roots
- c. Ancestors

4. Select the correct option for the following definition:

*At a risk of disappearing.*

- a. Endangered
- b. Nomadic
- c. Holy

5. Select the appropriate option to complete the following statement:

*The Ariaal, an indigenous \_\_\_\_\_ group in Kenya, have been fighting for years.*

- a. Nomadic
- b. Unique
- c. Ancestors

6. Which of the following sentences is not correct?
- a. They will listen to him politely, but they won't do anything.
  - b. The leader is giving a short speech to the Parliament next Tuesday.
  - c. The Penan are surviving in the future.
7. Read the article about how Brazil protects its indigenous cultures. Then, as you read, take notes on the main ideas and details by creating a graphic organizer like the one below, a mind map.

A drone video appeared on social media in August 2018. In it, we can see people walking through a forest. They have long hair, and it looks like they are wearing clothes made from leaves. The people are members of an indigenous group that has never met people from the modern world. They don't know about us, but now we know about them.

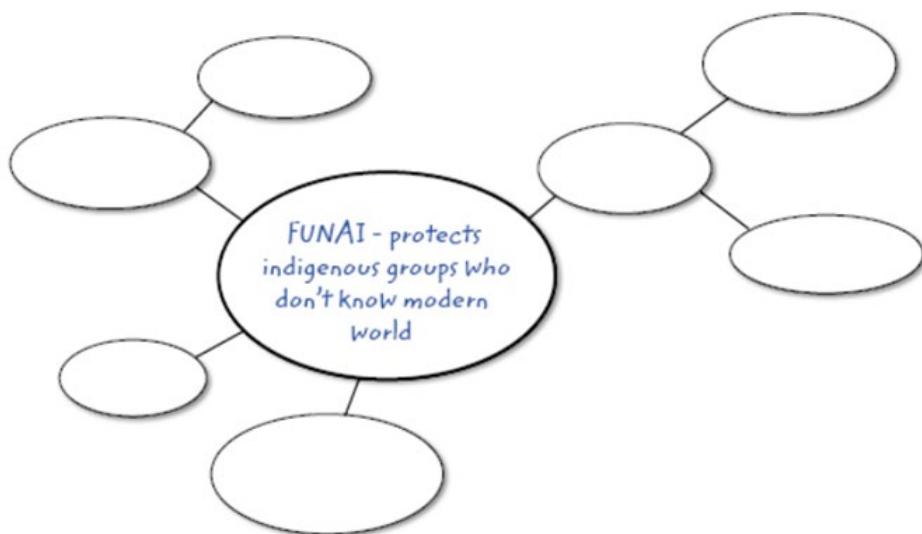
This group lives in the Brazilian Amazon forest. There are actually several groups there who have never met people from the modern world, so Brazil created a government agency called to protect them.

Funai workers' first job is to find out where these groups are. The workers travel many miles, often for several days, into the forest. They look for things like tools, boats, and huts to see where the indigenous groups are. They recently began using drones to take pictures from above. Drones are especially helpful because the Funai workers can't let the indigenous people see them. Brazil thinks the best way to protect indigenous culture is to let them live in peace, away from the modern world.

When they figure out where the indigenous groups are, Funai protects the land and keeps modern Brazilians away. On a recent trip, funai workers found fences in the forest that were too close to the one group's land. The Funai workers made there land owners in the area move their fences. They also made them move their animals far away from the indigenous land.

Do the indigenous people in the amazon know that others are watching them? Do they notice the drones? It is strange that we can see them, but they cannot see us. But we Know from history, modern cultures usually bring disease, palm oil plantations, and people who want to change indigenous culture. Watching and protecting the indigenous cultures from afar is probably the best way to help these cultures survive.

**Mind map:**



8. Check off the two sentences that correctly express either plans made before now or a prediction.
  - a. Joe won't come to Indonesia with us, though he wanted to.
  - b. Joe is not going to come to Indonesia with us, though he wanted to.
  - c. Joe is not coming to Indonesia with us, though he wanted to.
9. Read the story. Click on the two sentences that explain how the government feels about the people of Kenya. One includes a direct quote.

*The Ariaal people of Kenya are an interesting example of how indigenous tribes can exist in the modern world. For many years, the government has tried to force the Ariaal people to integrate into modern Kenyan society. "We want one Kenya, not many," explained a governmental official. However, the Ariaal have strongly resisted. The Ariaal have refused to move to cities and villages, preferring to keep their nomadic lifestyle. At the same time, they have learned to adapt to some parts of modern life. For example, it is now a custom for the Ariaal to send their children to schools. Kemi Seba, an Ariaal leader, says, "I tell my people that the school is not a bad thing; not all new things are necessarily bad things." This example shows that the Ariaal are learning to accept some changes and fight others. "This is the only way I see for us to survive," explains Seba.*

10. Check off the two sentences that correctly express either plans made before now or a prediction.
- a. I rented a movie about indigenous people; you'll probably like it.
  - b. I rented a movie about indigenous people; you're probably going to like it.
  - c. I rented a movie about indigenous people; you're probably liking it.

11. Choose the best answer.

*Direct quotes* \_\_\_\_\_.

- a. always give more information
  - b. help the reader "hear" the speakers
  - c. should not be used in academic writing
12. Decide if each sentence is a prediction or is about future plans.  
Choose the best form of the verb.
- a. This summer he is living in the Amazon rainforest for six weeks.
  - b. This summer he will live in the Amazon rainforest for six weeks.
13. Drag and drop the best concluding sentence to complete the following paragraph.

*The best way to help indigenous cultures survive is to let them live in peace. Outsiders often bring deadly diseases to native people. Fifty percent of the Murunahua in Peru were killed by the flu when outsiders contacted them, for example. Often, outsiders want to change the indigenous cultures' way of life. When Europeans came to the US, for example, they wanted to make the native Americans Christian. Governments often want indigenous people to send their children to school. Finally, companies often want to take native peoples' land, as we have seen in the situation of the Penan. \_\_\_\_\_*

- a. We need to pay more attention to the situation of the Penan in order to save their way of life and their forest.
- b. The flu is a deadly disease and we need to work to cure it.
- c. Modern cultures should stay away from any new indigenous cultures if we want them to survive.

14. Decide if each sentence is a prediction or is about future plans.  
Choose the best form of the verb.
- Alex is clumsy; I expect he is dropping the camera and breaking it.
  - Alex is clumsy; I expect he will drop the camera and break it.
15. Drag and drop the best concluding sentence to complete the following paragraph.

*The Sentinelese is an isolated indigenous group on the Andaman Islands near India. It has been isolated for a very long time, and it wants to stay that way. The Sentinelese language is completely different from the languages of groups on nearby islands, so they probably never had very much contact with other groups. They create tools out of metal from ships that sink in the water nearby. They eat fish and foods from the forest on their island. Whenever a boat comes near, they throw arrows at it. This is a very effective way to keep people from modern cultures away.*

---

- The Indian government should make the Sentinelese people become part of modern India so that they can have a better life.
- The Sentinelese have chosen not to adapt, and it doesn't seem like they are going to change their mind soon.
- Tourists should stay away from the Andaman Islands.

Once you have finished self-evaluating, I am sure you want to check if your answers are the correct ones. For this, I invite you to review the Answer Key section.

Answer Key



**EXCELLENT WORK, CONGRATULATIONS!!**



### Final end of term activities

#### 8.6. Review of the contents from units 5 to 8

You have finished participating in the recommended activities to practice the contents and the corresponding graded activities of the Second Bimester. That means you have concluded studying all of the contents of this subject.

*Good job!*



### Recommended learning activities

Consider and carry out the following recommended activities as a way to make an effective general review of the contents from units 5, 6, 7, and 8 studied each week of this second bimester:

- Increase your vocabulary regarding the topics of each unit by checking the interactive infographics shared in each unit.
- Identify the grammar rules studied in each unit by summarizing them in a graph or chart.
- Go deep on your knowledge of each content studied by reviewing the attached videos and links shared each week.
- Apply and practice the vocabulary, the grammar rules, and the reading and writing strategies learned by completing the required activities and grammar exercises in your basic book. This practice will allow you to strengthen your reading and writing skills.
- Participate in the games and develop the self-evaluations proposed in each unit. It will allow you to measure your knowledge concerning each content studied in this bimester.

Developing all the previous recommended activities will allow you to have the necessary competences to be prepared and achieve excellent academic performance when taking the onsite end-of-term evaluation.

**Activity 1:** Onsite end-of-term evaluation



## 4. Answer Key

Self-evaluation 1		
Question	Correct answer	Feedback
1	Careers	<b>Careers</b> are the kinds of work people do, usually after learning how and usually for a long time.
2	Résumés	<b>Résumés</b> are written descriptions of people's education and previous jobs.
3	Advice	<b>Advice</b> is an opinion you give someone about what he or she should do.
4	<i>They don't need the use of a, an, or the.</i>	<b>Descriptive adjectives</b> don't need the use of <b>a, an, or the</b> before them.
5	Your office is beautiful.	The sentence " <i>Your office is beautiful.</i> " contains the possessive adjective <b>YOUR</b> .
6	Good ... creative	The adjectives in each one of the sentences are underlined as follows: <i><u>Good</u> teachers are <u>creative</u>.</i> Remember that adjectives are the words that come <b>before nouns or after the verb BE</b> . They are used to describe or modify nouns.
7	interesting	The adjective in the sentence is underlined as follows: <i><u>They</u> teach <u>interesting</u> classes.</i> Remember that adjectives are the words that come <b>before nouns or after the verb BE</b> . They are used to describe or modify nouns.
8	patient ... caring	The adjectives in the sentence are underlined as follows: <i><u>They</u> are also <u>patient</u> and <u>caring</u>.</i> Remember that adjectives are the words that come <b>before nouns or after the verb BE</b> . They are used to describe or modify nouns.
9	People in my group enjoy working.	The correct order of the words to complete the correct sentence is " <i>People in my group enjoy working.</i> ". Remember that possessive adjectives come before a noun to show who is the owner of that noun as in <b>MY GROUP</b> .

Self-evaluation 1		
Question	Correct answer	Feedback
10	He works in an outdoor setting.	The correct order of the words to complete a correct sentence is " <a href="#">He works in an outdoor setting.</a> ". Remember that demonstrative adjectives come before a noun to show the characteristics of that noun as in <i>OUTDOOR SETTING</i> .
11	<b>TOPIC: HOW TO Ace an Interview in China</b>  Main Ideas <ul style="list-style-type: none"><li>▪ Don't be late</li><li>▪ Business cards important: get bilingual</li><li>▪ Don't smile or be too excited at first</li></ul>	Compare your notes of the reading you took in your chart with the correct answer. <i>How can you improve your notes?</i> Remember that when taking notes about the main ideas of a reading, you must consider to use keywords, short phrases, symbols, etc. In the case of this reading about <i>How to Ace an Interview in China</i> , the reading has three main ideas that are directly related to the do's and don'ts that must be considered to connect with a Chinese interviewer.
12	1	<a href="#">"I would like to be a mountain climbing guide."</a> is the topic sentence because it represents the main idea of the whole paragraph, which job this person would like to have.
13	(3) First of all, mountain climbing is very exciting. (5) Second, I enjoy working outside. (7) Finally, I like to meet interesting people.	The sentences, " <a href="#">Mountain climbing is very exciting.</a> ", " <a href="#">I enjoy working outside.</a> ", and " <a href="#">I like to meet interesting people.</a> ", are the supporting sentences because they are the three main reasons why this person would like to be a mountain climbing guide.
14	1. Sometimes I rent a boat at the boathouse there. 2. There are lots of ducks living on the lake. 3. There are trails around the lake for walking and jogging.	<a href="#">"I don't have a lot of time to visit the lake."</a> is the idea that does not directly support the main idea " <a href="#">Yesterday, I went to a beautiful lake in our town.</a> ". In the three sentences that best support the topic sentence, there are reasons why this person went to enjoy the lake. 1. " <a href="#">Sometimes I rent a boat at the boathouse there.</a> " 2. " <a href="#">There are lots of ducks living on the lake.</a> " 3. " <a href="#">There are trails around the lake for walking and jogging.</a> "

Self-evaluation 1		
Question	Correct answer	Feedback
15	1. I always felt very relaxed there. 2. The mountains were so quiet, and life seemed so slow. 3. The fresh air made me feel healthy.	<p><i>"I enjoy shopping at the mall."</i> is the idea that does not directly support the main idea <i>"I enjoy going to my parents' home in the mountains."</i>. The following three sentences are the ones that best support the topic sentence because they are reasons why this person enjoys going to his/her parents' home in the mountains:</p> <ol style="list-style-type: none"> <li>1. <i>"I always felt very relaxed there."</i></li> <li>2. <i>"The mountains were so quiet, and life seemed so slow."</i></li> <li>3. <i>"The fresh air made me feel healthy."</i></li> </ol>
16	1. You can see many beautiful flowers and trees. 2. The birds are always a pleasure to watch. 3. It's fun to watch people walking, jogging, or riding their bicycles.	<p><i>"The park was built in 1962."</i> is a fact about the park, but it is not a reason why <b>the city park is a wonderful place to visit</b>. In the three sentences that best support the topic sentence, there are reasons why the park is a wonderful place for the person who likes to visit it.</p> <ol style="list-style-type: none"> <li>1. <i>"You can see many beautiful flowers and trees."</i></li> <li>2. <i>"The birds are always a pleasure to watch."</i></li> <li>3. <i>"It's fun to watch people walking, jogging, or riding their bicycles."</i></li> </ol>
17	A picture of the cover of the 2014 edition of What Color Is Your Parachute?	<ul style="list-style-type: none"> <li>▪ The following description of a photo <i>"A picture of the cover of the 2014 edition of What Color Is Your Parachute?"</i> would be the best choice for the article because the short article is about the best job hunting manual What Color Is Your Parachute?</li> <li>▪ <i>A picture of people jumping out of planes with parachutes</i> would not be the best option because the short article is not literally about parachutes or skydiving.</li> </ul>
18	A photo of a person at the job interview is the best choice because the book is about hunting for jobs.	<ul style="list-style-type: none"> <li>▪ A photo of a person at the job interview <b>is</b> the best choice because the book is about hunting for jobs.</li> <li>▪ A photo of a child playing with the parachute <b>is not</b> the best choice because the book is about parachutes. It is not about children, or about restless children, or about children who likes to play with anything.</li> </ul>
19	There are too much nuts.	The sentence <i>"There are too much nuts."</i> is not correct because the quantifier <b>TOO MUCH</b> is used before uncountable nouns, but the noun <b>NUTS</b> is countable. In this case, the quantifier <b>TOO MANY</b> must be used.

## Self-evaluation 1

Question	Correct answer	Feedback
20	too	<p><i>Eating healthy is <u>too</u> difficult for me. I just eat food that is cheap.</i></p> <ul style="list-style-type: none"><li>▪ The correct option is the quantifier <i>TOO</i> because it is used before adjectives, such as <i>DIFFICULT</i> in this statement.</li><li>▪ The quantifier <i>TOO MANY</i> is an incorrect option because it is used before countable nouns, and the word <i>DIFFICULT</i> is an adjective.</li><li>▪ The quantifier <i>TOO MUCH</i> is an incorrect option because it is used before uncountable nouns, and the word <i>DIFFICULT</i> is an adjective.</li></ul>

Self  
Assessment

Self-evaluation 2		
Question	Correct answer	Feedback
1	prove	<p>Schools like to <u>prove</u> that students are learning.</p> <p>The words FOCUS and ENCOURAGE do not fit in this context.</p>
2	solve	<p>Teaching creative thinking to our students helps them to <u>solve</u> more problems.</p> <p>The words CREATE and TEACH do not fit in this context.</p>
3	curious	<p>Being _____ helps us learn new things.</p> <p>The words AFRAID and RESPONSIBLE do not fit in this context.</p>
4	taking risks	<p>Many of us are afraid of <u>taking risks</u> because we are afraid of making mistakes.</p> <p>The actions LEARNING THINGS and GOING TO COLLEGE do not fit in this context.</p>
5	had an idea	<p>I saw the beautiful weather yesterday morning. Then I <u>had an idea</u>. I called some friends, and we had a picnic at the beach.</p> <p>The past actions SOLVED THE PROBLEM and REMEMBERED do not fit in this context.</p>
6	realized	<p>I didn't understand what that woman said to me at first. Then, I <u>realized</u> she was speaking Dutch, not English.</p> <p>The past actions MADE ME THINK OF and SOLVED THE PROBLEM do not fit in this context.</p>
7	began	<p>Classes <u>began</u> one week ago. I am sorry for the group email, but I am so busy!</p> <p>In this context, the action happened ONE WEEK AGO, that means that a past verb form must be used. The past tense form of the irregular verb BEGIN is BEGAN.</p>
8	researched/wrote	<p>Last week, I <u>researched</u> my favorite artist and <u>wrote</u> a paper about him.</p> <p>In this context, the action happened LAST WEEK, that means that a past verb forms must be used. The past tense form of the regular verb RESEARCH is RESEARCHED, and the past form of the irregular verb WRITE is WROTE.</p>
9	Topic sentence	<p>The <b>Topic sentence</b> is the part of the paragraph that introduces the topic and makes a general statement.</p>

## Self-evaluation 2

Question	Correct answer	Feedback				
10	<p><b>TOPIC: On Definition of Creativity</b></p> <table border="1"> <thead> <tr> <th>Main Ideas</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Sir Ken Robinson's definition of creativity: "The process of having original ideas that have value."</td> <td>           Info in definition:  <ul style="list-style-type: none"> <li>▪ Process- about people, not things</li> <li>▪ Ideas- original, not repeated</li> <li>▪ Ideas- have value, useful. Important</li> </ul> </td> </tr> </tbody> </table>	Main Ideas	Details	Sir Ken Robinson's definition of creativity: "The process of having original ideas that have value."	Info in definition: <ul style="list-style-type: none"> <li>▪ Process- about people, not things</li> <li>▪ Ideas- original, not repeated</li> <li>▪ Ideas- have value, useful. Important</li> </ul>	<p>Compare your notes of the reading you took in your chart with the correct answer. How can you improve your notes?</p> <p>Remember that making a list of the details can help you to group ideas into logical categories as you read. List can help you remember groups of related ideas and examples in a text.</p> <p>As you read, find ideas that fit into each list. Do not make complete sentences. Write short phrases or words.</p>
Main Ideas	Details					
Sir Ken Robinson's definition of creativity: "The process of having original ideas that have value."	Info in definition: <ul style="list-style-type: none"> <li>▪ Process- about people, not things</li> <li>▪ Ideas- original, not repeated</li> <li>▪ Ideas- have value, useful. Important</li> </ul>					
11	<p>The writer of the letter, the readers, and others in his town are responsible.</p>	<p>In the phrase "<i>We are responsible for teaching our children how to solve these kinds of problems.</i>".</p> <p>"We are responsible..." means "<i>The writer of the letter, the readers, and others in his town are responsible.</i>"</p> <p>Remember that authors sometimes use <b>we</b>, <b>use</b>, and <b>our</b> to refer to "<i>me, the author, and you, the reader,</i>" instead of saying "<i>people (in general).</i>" Using we, us, and our suggests that the <b>author and the reader are similar</b>, or they <b>part of the same community</b>. It tells the reader: "<i>This is about you and me, not just other people.</i>"</p>				
12.	<p>A picture of the table that can be big or small.</p>	<p>As the author of the text, who wants to publish in a magazine, has only one space for including one photo. The visual that should use is "<i>A picture of a big or small table that has a peanut butter bottle and an apple sandwich on it.</i>" because this visual would help the reader to imagine the idea that the author wanted to express through both paragraphs.</p>				

Self  
Assessment

Self-evaluation 3		
Question	Correct answer	Feedback
1	fake	<p><i>The number of fake bills made by casual counterfeiters on their home or office computers is growing fast.</i></p> <p>The words EQUIPMENT and REAL do not fit in this context.</p>
2	prevent	<p><i>Although there is no way to completely prevent counterfeiting, in the 1990s and 2000s, the U.S. government made some changes to U.S. bills that made casual counterfeiting more difficult.</i></p> <p>The words CONTRIBUTE and PROMOTE do not fit in this context.</p>
3	ink	<p><i>Ink</i> is the word that corresponds to the definition:</p> <p><i>A colored liquid in pens and printers, used for writing and printing.</i></p>
4	counterfeiter	<p><i>Counterfeiter</i> is the word that corresponds to the definition:</p> <p><i>People who make money that is not real.</i></p>
5	Inference	<p><b>An inference</b> corresponds to an educated guess about something that is not directly stated in the text.</p>
6	breaking	<p><i>They can't arrest me for that. I'm not breaking the law.</i></p> <p>The words ACCEPTING and CREATING do not fit in this context.</p>
7	counterfeiter	<p><i>When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a counterfeiter made this?" I asked myself.</i></p> <p>The options GOVERNMENT WORKER and ILLEGAL do not fit in this context.</p>
8	fake	<p><i>Don't be fooled by that "Rolex" watch. It's cheap because it's fake.</i></p> <p>The words TECHNOLOGY and BILL do not fit in this context.</p>
9	equipment	<p><i>Printing presses, copiers, scanners, and magnifying glasses are different kinds of equipment used in counterfeiting.</i></p> <p>The words INK and SCANNER do not fit in this context.</p>

Self-evaluation 3		
Question	Correct answer	Feedback
10	nervous	<p><i>His legs were shaking. His heart was going very fast. His lips were dry. He felt very <u>nervous</u> as he gave the bank the counterfeit money.</i></p> <p>The words <b>RELAXED</b> and <b>ILLEGAL</b> do not fit in this context.</p>
11	<b>Time Line:</b>	<p>Making a <b>time line</b> can help you to <b>understand and remember the events in a story</b>. Sometimes the story will give you the events in the order they happen. But sometimes the events are discussed out of order. Making a time line can help you understand the chronological order of those events in the story.</p> <p>Remember that a <b>time line</b> is simply short notes, not full sentences, of the main events in the story. Do not forget to take notes on the dates of those events if there is that information into the paragraph.</p>
12	<p><i>Long ago</i> before people used money, they used other thing that were valuable to them, such as plants or animals, top ay for things. <i>Over the years</i>, people developed more convenient ways to buy things, such as loans, checks, and credit cards. Another convenient tipo of money is electronic money. Electronic money is use just like real money, but it only exists on the internet or on an electronic cash card. Electronic money makes it easy to send more over the internet. <i>Today</i>, there are many ways to buy things. But it is also easy to spend too much money. People can have problems when they spend more tan they earn. As a result, many people are often looking for ways to sabe money.</p>	<p>Remember that when telling a story, a writer uses <b>time phrases</b> to <b>show the passage of time</b> between plot elements. Therefore, time phrases are helpful to understand the story's sequence of those events.</p>

Self-evaluation 3		
Question	Correct answer	Feedback
13	hotter	The correct comparative form for the adjective <i>HOT</i> is <b><i>HOTTER</i></b> because when a one-syllable adjective ends in consonant + vowel + consonant, you must double the last consonant and add <i>-er</i> .
14	easier	The correct comparative form for the adjective <i>EASY</i> is <b><i>EASIER</i></b> because if a two-syllable adjective ends in <i>-y</i> , you must change the <i>y</i> to <i>i</i> and add <i>-er</i> .
15	more difficult	The correct comparative form for the adjective <i>DIFFICULT</i> is <b><i>MORE DIFFICULT</i></b> because for most adjectives that have two or more syllables, add <i>more</i> before the adjective to make the comparative.
16	larger	The correct comparative form for the adjective <i>LARGE</i> is <b><i>LARGER</i></b> because when a one-syllable adjective ends in <i>e</i> , you must add only <i>-r</i> .
17	faster	The correct comparative form for the adjective <i>FAST</i> is <b><i>FASTER</i></b> because when if the adjective has one syllable, you must add <i>-er</i> to make the comparative.

**Self Assessment**

Self-evaluation 4		
Question	Correct answer	Feedback
1	enforces	<p><i>Some people think that the problem is that no one enforces the rules.</i></p> <p>The words AVOIDS and CONTACT do not fit in this context.</p>
2	elderly	<p><i>Give your seat to elderly passengers or to parents with small children.</i></p> <p>The words RUDE and ETIQUETTE do not fit in this context.</p>
3	manners	<p><i>I say we stop talking about the rules and try to remember our manners.</i></p> <p>The words CIVILIZED (adjective) and BLOCK (verb) do not fit in this context where it is needed a noun.</p>
4	poles	<p><i>Don't lean on the poles.</i></p> <p>The words SNEZZE and SEAT do not fit in this context.</p>
5	<pre> graph TD     MC[Main conflict] --- C[Climax]     C --- R[Resolution]     C --- SC[Sometime that makes the conflict go away, or become weaker.]     SC --- TCTC[Two characters or two elements that don't understand or agree with each other.]     </pre>	<p>Stories usually have these four elements:</p> <ol style="list-style-type: none"> <li>1. <b>Important background information</b> about the main character(s).</li> <li>2. <b>A main conflict:</b> two characters or two elements that don't understand or agree which each other.</li> <li>3. <b>A climax:</b> a high point of the story when the elements in conflict crash together. The climax is usually the most exciting point in the story.</li> <li>4. <b>A resolution:</b> something makes the conflict go away or become weaker.</li> </ol>

Self-evaluation 4		
Question	Correct answer	Feedback
6	blowing	<p><i>I knew that blowing my nose loudly was very rude.</i></p> <p>The actions HOLDING and TOUCHING do not fit in this context.</p>
7	You talk quietly	<p>The imperative, "<i>You talk quietly.</i>" is not structured correctly because although the subject of an imperative sentence is always YOU, we never state this subject. Therefore, positive imperative sentences start in the <b>base form of the verb</b>.</p>
8	Doesn't push.	<p>The imperative, "<i>Doesn't push.</i>" is not structured correctly because to form a negative imperative sentence, we use <b>don't</b> before the base form of the verb</p>
9	Turn off	<p><i>Turn off your cell phone at the movies.</i></p> <ul style="list-style-type: none"> <li>- The option <b>YOU TURN OFF</b> is incorrect because although the subject of an imperative sentence is always YOU, we never state this subject. Therefore, positive imperative sentences start in the <b>base form of the verb</b>.</li> <li>- The option <b>NO TURN OFF</b> is incorrect because to form a negative imperative sentence, we use <b>don't</b> before the base form of the verb.</li> </ul>

## Self-evaluation 4

Question	Correct answer	Feedback								
10	<p>I am confused because</p> <p>I am annoyed because</p> <p>I need to blow my nose because</p> <p>I need to find an expert because</p> <p>Sorry! I am pushing because</p>	<p>I don't know enough to fix this problem on my own.</p> <p>I have answered the same question three times already!</p> <p>it looks like there are two correct answers.</p> <p>that room was really dirty and I breathed in a lot of dust.</p> <p>the person behind me is leaning on me.</p> <p>The complete statements with their own reasons are as follows:</p> <ul style="list-style-type: none"> <li>▪ <i>I am confused because it looks like there are two correct answers.</i></li> <li>▪ <i>I am annoyed because I have answered the same question three times already!</i></li> <li>▪ <i>I need to blow my nose because that room was really dirty and I breathed in a lot of dust.</i></li> <li>▪ <i>I need to find an expert because I don't know enough to fix this problem on my own.</i></li> <li>▪ <i>Sorry! I am pushing because the person behind me is leaning on me.</i></li> </ul>								
11	<table border="1"> <thead> <tr> <th>Main Ideas</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Rule: give up seat for some people</td> <td>examples: elderly parents with children people with trouble walking</td> </tr> <tr> <td>Problem: How do you Know?</td> <td>Examples: young person with grey hair person with artificial leg/walks well woman with large stomach (maybe pregnant?)</td> </tr> <tr> <td>Solution: Don't ask. Just walk away from your seat.</td> <td>Example: If person needs seat, they take it. No one thinks you are rude</td> </tr> </tbody> </table> <p><b>Summary:</b> It is sometimes hard to know if a person on public transportation needs a seat or not. If you are not sure, and you don't want to be rude, don't ask. Just stand up and let them have the seat if they need it.</p>	Main Ideas	Details	Rule: give up seat for some people	examples: elderly parents with children people with trouble walking	Problem: How do you Know?	Examples: young person with grey hair person with artificial leg/walks well woman with large stomach (maybe pregnant?)	Solution: Don't ask. Just walk away from your seat.	Example: If person needs seat, they take it. No one thinks you are rude	<p>Compare your notes of the reading you took in your organizational chart with the correct answer. <i>How can you improve your notes?</i> Remember that it is so helpful to use organizational charts like this when taking notes on a text. This strategy will help you to remember the main ideas and the details of the whole text, avoiding rereading it once and once again.</p>
Main Ideas	Details									
Rule: give up seat for some people	examples: elderly parents with children people with trouble walking									
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Solution: Don't ask. Just walk away from your seat.	Example: If person needs seat, they take it. No one thinks you are rude									

Self-evaluation 4		
Question	Correct answer	Feedback
12	Elements in a Story:	<p>Stories usually have these four elements:</p> <p>Important background information → Alisa was driving to work and stopped to check her map because she was new to Oakland and she had a new office</p> <p>Main Conflict → Alisa and knowledge about the carpool in Oakland</p> <p>Climax → Two strangers got in her car while she was checking her map</p> <p>Resolution → Alisa learned about the carpool system in Oakland.</p> <ol style="list-style-type: none"> <li><b>Important background information</b> about the main character(s).</li> <li><b>A main conflict:</b> two characters or two elements that don't understand or agree which each other.</li> <li><b>A climax:</b> a high point of the story when the elements in conflict crash together. The climax is usually the most exciting point in the story.</li> <li><b>A resolution:</b> something makes the conflict go away or become weaker.</li> </ol>
13.	The following sentences are imperatives:	<p>Remember a positive imperative starts in the base form of the verb; and, a negative imperative starts in don't + the base form of the verb.</p> <ul style="list-style-type: none"> <li>Don't push.</li> <li>Sit down, uncle Jim.</li> <li>Please don't do that.</li> <li>Stay away from the moving train.</li> <li>Keep off of the tracks.</li> <li>Kerry, come and sit with me.</li> <li>Don't enter through the back door of the bus.</li> <li>Don't block the door, please.</li> </ul> <ul style="list-style-type: none"> <li>The option "<i>Pushing is not nice.</i>" is not an imperative because the subject is <i>PUSHING</i>, but the subject of an imperative is always <i>YOU</i>.</li> <li>The option "<i>We're having a nice talk.</i>" is not an imperative because the subject is <i>WE</i>, but the subject of an imperative is always <i>YOU</i>.</li> <li>The option "<i>I got on the 4:10 bus.</i>" is not an imperative because the subject is <i>I</i>, but the subject of an imperative is always <i>YOU</i>.</li> </ul>

Self-evaluation 4		
Question	Correct answer	Feedback
14	<ul style="list-style-type: none"> <li>▪ Try to ride on the street, when possible.</li> <li>▪ Don't ride too fast.</li> </ul>	<p>All the sentences in the correct answer list are parallel because all of those rules start with the same grammatical structure of an IMPERATIVE:</p> <ul style="list-style-type: none"> <li>▪ <i>Never park...</i></li> <li>▪ <i>Try...</i></li> <li>▪ <i>Don't ride...</i></li> </ul> <p>Remember that when you write a list, it is a good idea to make all the items in the list parallel. Each item should start with the same grammatical structure (noun, verb form, gerund, etc.). This makes them clearer and easier to read. Lists that use different grammatical structures at the beginning of each item can be difficult to read.</p>
15	<ul style="list-style-type: none"> <li>▪ You must look in your rear-view mirror before changing lanes.</li> <li>▪ You have to use your turn signals.</li> </ul>	<p>All the sentences in the correct answer list are parallel because all of those rules start with the same grammatical structure:</p> <ul style="list-style-type: none"> <li>▪ <i>You should...</i></li> <li>▪ <i>You must...</i></li> <li>▪ <i>You have to ....</i></li> </ul> <p>Remember that when you write a list, it is a good idea to make all the items in the list parallel. Each item should start with the same grammatical structure (noun, verb form, gerund, etc.). This makes them clearer and easier to read. Lists that use different grammatical structures at the beginning of each item can be difficult to read.</p>

### Self Assessment

Self-evaluation 5		
Question	Correct answer	Feedback
1	food	<i>Killing all the insects might break the food chain.</i> The words GRAINS and COMPLEX do not fit in this context.
2	weeds	<i>I told you about the annoying weeds that grow everywhere.</i> The nouns INSECTS and BENEFITS do not fit in this context.
3	approves	<i>If the U.S. government approves AquaAdvantage salmon, it will be the first GMO fish in the U.S.</i> The verbs TASTES and CREATES do not fit in this context.
4	create	<i>The AquaAdvantage Company tells us that the new fish will not create any problems.</i> The verbs SOLVE and CONTAIN do not fit in this context.
5	Organic food	<b>Organic food</b> is the kind of food which is grown with no pesticides or herbicides.
6	Low-fat food	<b>Low-fat food</b> is the kind of food which has very little fat in it.
7	gluten-free food	<i>Someone who is allergic to wheat eats gluten-free food.</i> The options LOW-FAT FOOD and VEGETARIAN FOOD do not fit in this context.

## Self-evaluation 5

Question	Correct answer	Feedback
8	<p>After talking with his eye doctor, Michael still doesn't understand why he cannot see color very well.</p> <p>The man loved the optical illusions in the book. He looked at them for hours.</p> <p>John heard the sounds of people talking, but he didn't understand what they were saying</p> <p>When Jerry's wife told him that the gold dresses in the picture were actually blue, he just laughed.</p> <p>Vladimir got an A in Anatomy, even though the words were really difficult.</p>	<p>He thought it was a joke.</p> <p>He needs a better explanation.</p> <p>he couldn't interpret them. he couldn't interpret them.</p> <p>The images helped him understand</p> <p>He was fascinated by them</p> <p>The pairs of sentences that match are as follows:</p> <ul style="list-style-type: none"> <li>▪ <i>After talking with his eye doctor, Michael still doesn't understand why he cannot see color very well.</i> →<i>He needs a better explanation.</i></li> <li>▪ <i>The man loved the optical illusions in the book. He looked at them for hours.</i> →<i>He was fascinated by them.</i></li> <li>▪ <i>John heard the sounds of people talking, but he didn't understand what they were saying.</i> →<i>He couldn't interpret them.</i></li> <li>▪ <i>When Jerry's wife told him that the gold dresses in the picture were actually blue, he just laughed.</i> →<i>He thought it was a joke.</i></li> <li>▪ <i>Vladimir got an A in Anatomy, even though the words were really difficult.</i> →<i>The images helped him understand.</i></li> </ul>

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9	<p><b>TOPIC: Color Over Time</b></p> <table> <thead> <tr> <th>Main Ideas</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>color words develop in a language in the same order all over the world</td> <td> <ul style="list-style-type: none"> <li>▪ a language w/2 color words are black &amp; white</li> <li>▪ a language w/3 words are black, white, and red</li> <li>▪ 4th/5th colors Ogreen &amp; yellow</li> <li>▪ 6th color added to a language=blue</li> </ul> </td> </tr> </tbody> </table>	Main Ideas	Details	color words develop in a language in the same order all over the world	<ul style="list-style-type: none"> <li>▪ a language w/2 color words are black &amp; white</li> <li>▪ a language w/3 words are black, white, and red</li> <li>▪ 4th/5th colors Ogreen &amp; yellow</li> <li>▪ 6th color added to a language=blue</li> </ul>	<p>Compare your notes of the reading you took in your chart with the correct answer. <i>How can you improve your notes?</i> Remember that common abbreviations and symbols can help you <b>write words and ideas in a shorter and faster way</b>. They can save a lot of time when you take notes.</p> <p>Consider the following list of common abbreviations and symbols:</p> <table> <tbody> <tr> <td>e.g. or ex</td> <td>for example</td> </tr> <tr> <td>=</td> <td>the same as</td> </tr> <tr> <td>≠</td> <td>not the same as</td> </tr> <tr> <td>@</td> <td>at</td> </tr> <tr> <td>w/</td> <td>with</td> </tr> <tr> <td>w/o</td> <td>without</td> </tr> <tr> <td>s/t</td> <td>something</td> </tr> <tr> <td>b/c</td> <td>because</td> </tr> <tr> <td>∴</td> <td>therefore, as a result</td> </tr> <tr> <td>&amp; or +</td> <td>and</td> </tr> <tr> <td>→</td> <td>becomes or leads to</td> </tr> <tr> <td>♂</td> <td>men</td> </tr> <tr> <td>♀</td> <td>women</td> </tr> </tbody> </table>	e.g. or ex	for example	=	the same as	≠	not the same as	@	at	w/	with	w/o	without	s/t	something	b/c	because	∴	therefore, as a result	& or +	and	→	becomes or leads to	♂	men	♀	women
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10	50–100 color words	<p><i>Artists in the US, Germany, and Japan usually know between 50–100 color words.</i></p> <p>As you were looking for a specific piece of information within the text to complete this statement, <b>Scanning</b> is the best reading strategy to find the correct option to complete it. Remember that to scan a text, you do not have to read every word in the paragraph. Instead, you can quickly move your eyes over the text until you find the words, such as <b>artists, know, the names of the countries that are mentioned in the statement, etc.</b></p>																														

Self-evaluation 5		
Question	Correct answer	Feedback
11	8-month-olds	<p><i>The study on babies and color was on 4-month-olds and 8-month-olds.</i></p> <p>As you were looking for a specific piece of information within the text to complete this statement, <b>Scanning</b> is the best reading strategy to find the correct option to complete it. Remember that to scan a text, you do not have to read every word in the paragraph. Instead, you can quickly move your eyes over the text until you find the words, such as <b><i>babies, color, 4-month-olds, etc.</i></b></p>
12	like	<p>The following statement is correct "<i>I think Han smokes a lot. He always smells like cigarettes.</i>" because a linking verb (such as <b><i>SMELLS</i></b>) can be followed by a noun (such as <b><i>CIGARETTES</i></b>), but before that noun, it must be used the word <b><i>LIKE</i></b>, this way:</p> <p style="text-align: center;"><b><i>..linking verb + LIKE + a noun</i></b></p>
13	Ø	<p>The following statement is correct "<i>Have one of my homemade cookies. They look Ø messy, but they are actually delicious.</i>" because a linking verb (such as <b><i>LOOK</i></b>) can be followed by an adjective (such as <b><i>MESSY</i></b>), and before that adjective, it must not be used the word <b><i>LIKE</i></b>, this way:</p> <p style="text-align: center;"><b><i>..linking verb + adjective</i></b></p>

Self-evaluation 5		
Question	Correct answer	Feedback
14	like	<p>The following statement is correct "<i>It seems like there are a lot of people on the bus today. Is there a baseball game today?</i>" because a linking verb (such as <b>SEEMS</b>) can be followed by a clause (such as <b>THERE ARE A LOT OF PEOPLE ON THE BUS TODAY</b>), but before that noun, it must be used the word <b>LIKE</b>, this way:</p> <p style="text-align: center;">..linking verb + <b>LIKE</b> + a clause</p>
15	... smell... smell like... are smelling....	<p><i>"The roses in my front garden smell so good! They smell like my grandma's house. Look! Even those little children like the roses. They are smelling them now."</i></p> <p>Remember that <b>look, taste, smell, and feel</b> each verb have two similar uses. They can be <b>linking or active verbs</b>. If you can replace the verb with a form of <b>be</b>, it is a linking verb. <b>If you cannot, it is an active verb.</b></p>

Self Assessment

## Self-evaluation 6

Question	Correct answer	Feedback
1	Odysseus	<i>Odysseus</i> is a hero from Greek stories famous for his journey home to his family from the Trojan War.
2	Goku	<i>Goku</i> is a Japanese Manga her. He is known for his strength. He uses his strength to bring people to safety and create peace.
3	Robin Hood	<i>Robin Hood</i> is a British hero who helps the poor at every opportunity. Whenever he can, he steals money from the rich and gives it to the poor.
4	Journey	A <i>journey</i> is a trip, usually a long one.
5	Mentor	A <i>mentor</i> is an older and wiser person who helps a younger person.
6	Opportunity	An <i>opportunity</i> is a chance or a time to do something.
7	Hippomeses falls in love with Atalanta when he meets her.	<p>- The sentence "<i>Hippomeses falls in love with Atalanta when he meets her.</i>" is correct because if the time clause (<i>when he meets her.</i>) is the second clause, it is not needed to use a comma before <i>WHEN</i>.</p> <p>- The sentence "<i>Hippomeses falls in love with Atalanta, when he meets her.</i>" is incorrect because if the time clause (<i>when he meets her.</i>) is the second clause, it is not needed to use a comma before <i>WHEN</i>.</p> <p>- The sentence "<i>When Hippomeses meets Atalanta he falls in love with her.</i>" is incorrect because if the time clause (<i>When Hippomeses meets Atalanta</i>) is the first clause, it is needed to use a comma before the main clause (<i>he falls in love with her.</i>)</p>

## Self-evaluation 6

Question	Correct answer	Feedback				
8	adventure	<i>I love this book because it is a great adventure.</i> The adjectives <i>DEFEATED</i> and <i>EXCITING</i> do not fit in this context where it is needed a noun.				
9	opportunities	<i>Campbell believes that opportunities to find deeper powers within ourselves come when life seems most difficult.</i> The nouns <i>TREASURES</i> and <i>SAFETY</i> do not fit in this context.				
10	struggles	<i>All people live through difficult struggles and must use their strength, intelligence, and heart to succeed.</i> The options <i>DANGEROUS</i> and <i>OPORTUNITIES</i> do not fit in this context.				
11	After Campbell started teaching at Sarah Lawrence College, he met his wife.	The sentence <i>"After Campbell started teaching at Sarah Lawrence College, he met his wife."</i> is correct because if the time clause ( <i>After Campbell started teaching at Sarah Lawrence College</i> ) is the first clause, it is needed to use a comma before the main clause ( <i>he met his wife.</i> )				
12	<b>TOPIC: Ordinary People, Extraordinary Acts</b>	<p>Compare your notes of the reading you took in your chart with the correct answer. How can you improve your notes?</p> <p>Remember that when taking notes on a reading, it can be helpful to use an <b>outline</b> to <b>show the basic structure of a reading</b>. This strategy allows for a note-taker to focus first on the <b>main idea</b> of the whole reading, then on the <b>main points</b> (parts or reasons), and then, on the <b>details</b> if needed.</p> <table border="1"> <thead> <tr> <th>Main Ideas</th> <th>Details</th> </tr> </thead> <tbody> <tr> <td>Heroes are ordinary people who do extraordinary things</td> <td>           1. Most everyday heroes do one of these three things           <ol style="list-style-type: none"> <li>help in a dangerous emergency (55%)</li> <li>Fight against something unfair (22%)</li> <li>give up something for a stranger (5%)</li> </ol> </td> </tr> </tbody> </table>	Main Ideas	Details	Heroes are ordinary people who do extraordinary things	1. Most everyday heroes do one of these three things <ol style="list-style-type: none"> <li>help in a dangerous emergency (55%)</li> <li>Fight against something unfair (22%)</li> <li>give up something for a stranger (5%)</li> </ol>
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## Self-evaluation 6

Question	Correct answer	Feedback
13	Because the author wants the audience to feel like they are watching the action now.	Remember that although a story happened in the past if that story is written in the <b>present or present progressive tense</b> , we feel more <b>connected</b> to the events. Those events feel like they are happening now, and so they feel more exciting and interesting.
14	After he killed the enemy, the young soldier became a leader of his men.	<ul style="list-style-type: none"> <li>▪ The sentence "<i>After he killed the enemy, the young soldier became a leader of his men.</i>" is the correct option because it is combining two sentences that tell about time by using a <b>time clause</b> and a <b>main clause</b>.</li> <li>▪ The sentence "<i>After he killed the enemy.</i>" is incorrect because it is a <b>time clause (time word + subject + verb)</b>, but it cannot stand alone as a sentence. It needs to be attached to a <b>main clause</b>.</li> <li>▪ The sentence "<i>The young soldier became a leader of his men killed the enemy.</i>" is incorrect because it is not complete. In fact, it has two clauses, but they are not combined by a <b>time word</b> (such as <i>AFTER</i>) that shows the sequence of those events. <i>Which event happened first and which second?</i></li> </ul>

## Self-evaluation 6

Question	Correct answer	Feedback
15	<p><i>This is the story of Laurie Eldridge. One day, Ms Eldridge was outside working in her garden. When she looked up, she saw a car stuck on some nearby train tracks. Inside the car was an 81-year-old woman who didn't notice there was a train coming toward her. Ms Eldridge reacted quickly. <u>She ran to the car and pulled the woman out of it just before the train arrived.</u> The car was destroyed, but it turned out that the woman, Angeline Pascucci, was OK. Ms Eldridge said she just did what any ordinary person would do. However, the people in her community disagreed. <u>They praised her actions and gave her an award to thank her for her courage</u></i></p>	<p>Remember that <b>explanations and examples</b> help the reader understand what the author is trying to say. They give the reader specific information to help explain the ideas</p>

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Self-evaluation 7		
Question	Correct answer	Feedback
1	Swelling	A <b>swelling</b> is an area on your body that becomes larger than usual because of injury or sickness.
2	Flow	To <b>flow</b> is when a liquid moves slowly from one place to another.
3	Veins	<b>Veins</b> are the tubes that bring blood back to the heart from the rest of the body.
4	Cure	To <b>cure</b> means to make a sick person well again.
5	Fever	<b>FEVER</b> is the health problem that is directly related with the fact " <i>The most common remedy for this problem is cool water.</i> ".
6	bandage	<i>I fell off my bike and got a small cut on my ankle. I forgot to wash the cut or put a <b>bandage</b> on it.</i> The options <b>SHOT</b> and <b>SWOLLEN</b> do not fit in this context.
7	shot	<i>As the doctor was giving me a <b>shot</b> of antibiotics, I was thinking, "I sure don't like shots, but at least they aren't as gross as leeches!".</i> The options <b>FLOW</b> and <b>CURE</b> do not fit in this context.
8	skin	<i>Medicinal leeches live on the <b>skin</b> of other animals.</i> The nouns <b>BLOOD</b> and <b>SUCKERS</b> do not fit in this context.
9	Leeches	<b>Leeches</b> are a kind of worm from one millimeter to five centimeters long.
10	She worked hardly.	The sentence " <i>She worked hardly.</i> " is incorrect because the adverb of manner form of the adjective <b>HARD</b> is also <b>HARD</b> .

## Self-evaluation 7

Question	Correct answer	Feedback
11	quietly	<p><i>"The patient was sleeping, so the doctor talked to the nurse quietly."</i></p> <p>The adjectives CALM and EASY are wrong options because; in this context, it is needed an ADVERB OF MANNER to describe the action verb TALKED. To say how or in what manner the doctor talked to the nurse.</p>
12	....slowly ....painful ....carefully	<p>a. <i>"If you don't take an aspirin, your headache will go away slowly (slowness) or not at all."</i></p> <p>In this statement, it is needed an adverb of manner to describe the action verb GO AWAY. And the correct adverb form of the noun slowness is SLOWLY.</p> <p>b. <i>"His cut was painful (pain). It hurts a lot."</i></p> <p>In this statement, it is needed an adjective to describe the noun HIS CUT. And the correct adjective form of the noun pain is PAINFUL.</p> <p>c. <i>"The baby came in the middle of a snowy night. We drove very carefully (care) to the hospital, but we got there in time."</i></p> <p>In this statement, it is needed an adverb of manner to describe the action verb DROVE. And the correct adverb form of the noun care is CAREFULLY.</p>

## Self-evaluation 7

Question	Correct answer	Feedback						
13	<p><b>TOPIC: Video Games for Health?</b></p> <table border="1"> <thead> <tr> <th>Main Ideas/ Details</th><th>Thoughts/ reactions/ opinions</th></tr> </thead> <tbody> <tr> <td>researchers use video games to teach children about healthy eating and exercise</td><td>This seems crazy to me Why wouldn't a kid just lie about what they ate so they could keep playing the game I'm not sure I'd change my eating because of a video game</td></tr> <tr> <td>The games ask the players to get very specific about where and what they eat</td><td>It seems so surprising that children would be able to state so clearly what they will do and then DO it.</td></tr> </tbody> </table>	Main Ideas/ Details	Thoughts/ reactions/ opinions	researchers use video games to teach children about healthy eating and exercise	This seems crazy to me Why wouldn't a kid just lie about what they ate so they could keep playing the game I'm not sure I'd change my eating because of a video game	The games ask the players to get very specific about where and what they eat	It seems so surprising that children would be able to state so clearly what they will do and then DO it.	<p>Compare your notes of the reading you took in your chart with the correct answer. <i>How can you improve your notes?</i></p> <p>Remember that good readers <b>interact with the text</b>. They read a sentence, have a thought or a question or a reaction to that sentence, and then go on to read another sentence that makes for more thoughts, questions, and reactions. This interaction is important for deep understanding. When readings are difficult, students find it hard to interact with a text. So, <b>double entry note taking</b> can help readers interact more with the text.</p>
Main Ideas/ Details	Thoughts/ reactions/ opinions							
researchers use video games to teach children about healthy eating and exercise	This seems crazy to me Why wouldn't a kid just lie about what they ate so they could keep playing the game I'm not sure I'd change my eating because of a video game							
The games ask the players to get very specific about where and what they eat	It seems so surprising that children would be able to state so clearly what they will do and then DO it.							
14	<p>Picture 2: A person's face with wavy lines showing the bad breath coming out of their mouth.</p> <p>Picture 4: A person eating yogurt.</p>	<p>Remember that strong readers often <b>visualize</b> images in their heads of what they are reading. It can help build understanding as you read. It can connect you to the story. One tool to help improve visualizing is to <b>create storyboards</b> which are boxes of simple drawings, like comics strips, that tell the important actions or moments of a story.</p>						
15	<p>Picture 2: A person scratching bug bites.</p> <p>Picture 4: A person putting toothpaste on their leg.</p>	<p>Remember that strong readers often <b>visualize</b> images in their heads of what they are reading. It can help build understanding as you read. It can connect you to the story. One tool to help improve visualizing is to <b>create storyboards</b> which are boxes of simple drawings, like comics strips, that tell the important actions or moments of a story.</p>						

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16	Picture 2: A finger with a wart. Picture 3: A person with duct tape on their finger smiling.	Remember that strong readers often <b>visualize</b> images in their heads of what they are reading. It can help build understanding as you read. It can connect you to the story. One tool to help improve visualizing is to <b>create storyboards</b> which are boxes of simple drawings, like comics strips, that tell the important actions or moments of a story.
17	<i>A Neti pot a small pot with a long spout. People use Neti pots to clear their when they have colds. Here's how to do it. <b>First</b>, make the rinsing water. Add 1 teaspoon of salt to 1 cup of clean warm water. <b>Second</b>, put the rinsing water in the Neti pot and lean over a sink. <b>Third</b>, turn your head to the side and pour half the rinsing water into one side of your nose. Let it pour out the other side into the sink. <b>Finally</b>, turn your head the other way and pour the second half of the rising water in the other side of your nose. Repeat these steps every morning and evening while you have a cold. It will cure your cold quickly.</i>	Remember that when you tell a story in the first person, it helps the reader understand the story better if you describe what happened in time order. It means in the order in which things happened. We show time order by using time order words like the following ones:  <i>First,... Second,...</i>  <i>Then.... Next,... After</i>  <i>That,... Finally,....</i>

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Self-evaluation 8		
Question	Correct answer	Feedback
1	adapt	<i>The San of southern Africa do not adapt well to modern life.</i> The options SURVIVE and ENDANGERED do not fit in this context.
2	Survive	To <b>survive</b> means to continue living in spite of difficulties or illness.
3	Ancestors	<b>Ancestors</b> are members of your family who lived a long time ago.
4	Endangered	<b>Endangered</b> means that something that is at a risk of disappearing.
5	Nomadic	<i>The Ariaal, an indigenous nomadic group in Kenya, have been fighting for years.</i> The options UNIQUE and ANCESTORS do not fit in this context.
6	The Penan are surviving in the future.	The sentence " <i>The Penan are surviving in the future.</i> " is incorrect because it is a prediction, and only <b>WILL</b> and <b>BE GOING TO</b> can be used to make predictions. The present progressive is used for plans made before now. <b>The present progressive must not be used to make predictions.</b>

## Self-evaluation 8

Question	Correct answer	Feedback
7	<b>Mind map:</b>	<p>Remember that mind mapping is a nonlinear way of taking notes. It can be helpful when a story has a lot of information in it that you want to remember. It can help organize the information and show the relationship between ideas. Don't forget that to create a mind map, write <b>the main topic</b> of the content in a large bubble in the middle of the page. Then <b>add the main ideas</b> in bubbles connected to the topic in the middle. Then you can <b>add details</b> to the main idea bubbles by drawing lines from each main idea bubble to a detail bubble. Besides, do not forget to use <b>short phrases, symbols, and single keywords.</b></p> <pre> graph TD     C((FUNAI - protects indigenous groups who don't know modern world)) --- N1((no contact))     C --- N2((find groups))     C --- N3((keep modern Brazilians away))     N1 --- D1((let them live in peace))     N1 --- D2((protect land))     N2 --- D3((look for tools etc.))     N2 --- D4((drone video))   </pre>
8	<ul style="list-style-type: none"> <li>▪ Joe is not going to come to Indonesia with us, though he wanted to.</li> <li>▪ Joe is not coming to Indonesia with us, though he wanted to.</li> </ul>	<p>Remember that for <b>plans made before now</b>, you can use <b>be going to + base form</b> of the verb</p> <p style="text-align: right;">or</p> <p style="text-align: right;"><b><i>the present progressive tense</i></b> <b><i>(be + -ing form of the verb)</i></b></p>

## Self-evaluation 8

Question	Correct answer	Feedback
9	<p>The Ariaal people of Kenya are an interesting example of how indigenous tribes can exist in the modern world. <u>For many years, the government has tried to force the Ariaal people to integrate into modern Kenyan society.</u> ✓ “<u>We want one Kenya, not many,” explained a governmental official.</u> ✓ However, the Ariaal have strongly resisted. The Ariaal have refused to move to cities and villages, preferring to keep their nomadic lifestyle. At the same time, they have learned to adapt to some parts of modern life. For example, it is now a custom for the Ariaal to send their children to schools. Kemi Seba, an Ariaal leader, says, “I tell my people that the school is not a bad thing; not all new things are necessarily bad things. This example shows that the Ariaal are learning to accept some changes and fight others. “This is the only way I see for us to survive,” explains Seba.</p>	<p>Remember that when writers tell a story, they use <b>direct quotes to help the reader “hear” the people in the story</b> and understand them better.</p>
10	<ul style="list-style-type: none"> <li>▪ I rented a movie about indigenous people; you’ll probably like it.</li> <li>▪ I rented a movie about indigenous people; you’re probably going to like it.</li> </ul>	<p>Remember that for <b>making predictions</b>, you can use <b>will + base form</b> of the verb</p> <p>or</p> <p><b>be going to + base form</b> of the verb</p>
11	help the reader “hear” the speakers	<p><u>“Direct quotes help the reader “hear” the speakers.”</u></p> <p>Remember that when writers tell a story, they use <b>direct quotes to help the reader “hear” the people in the story</b> and understand them better.</p>

## Self-evaluation 8

Question	Correct answer	Feedback
12	This summer he is living in the Amazon rainforest for six weeks.	<p>This sentence is a <b>plan made before now</b>. Remember that, for this context, you can use <b>be going to + base form</b> of the verb</p> <p>or</p> <p><b><i>the present progressive tense</i></b> <b>(be + -ing form of the verb)</b></p>
13	Modern cultures should stay away from any new indigenous cultures if we want them to survive.	<p>Remember that a <b>concluding sentence</b> can restate the main idea of a paragraph, make a suggestion, or express an opinion. In this case, for example, <b>the concluding sentence is making a suggestion.</b></p>
14	Alex is clumsy; I expect he will drop the camera and break it.	<p>This sentence is a <b>prediction</b>. Remember that for making predictions, you can use <b>will + base form</b> of the verb</p> <p>or</p> <p><b><i>be going to + base form</i></b> of the verb</p>
15	The Sentinelese have chosen not to adapt, and it doesn't seem like they are going to change their mind soon.	<p>Remember that a <b>concluding sentence</b> can restate the main idea of a paragraph, make a suggestion, or express an opinion. In this case, for example, <b>the concluding sentence is restating the main idea of the paragraph.</b></p>

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## 5. Bibliographic references

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## 6. Resources

### Too much-many\_ too + Adjective

**Too much/many; too + adjective**

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**say+ utpl**

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## TOO MUCH/TOO MANY

### Too + (un)countable nouns

- **Much** is used with uncountable nouns, e.g. rice, water, money, news. These are called uncountable nouns because we cannot say one rice or two rice.

There's too **much** water.

- **Many** is used with countable nouns, e.g. days, people, dollars, computers. These are called countable nouns because it is possible to say one day, two days, etc.

There are **too many** people here.

soy+ utpl

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## Too many – COUNTABLE NOUNS

	<b>Too Many / Too Few</b>	<b>Plural Count Noun</b>
There are	<b>too many</b>	<b>cars.</b>
	<b>too few</b>	<b>parking spaces.</b>

soy+ utpl

## Too much – UNCOUNTABLE NOUNS

	<b>Too Much / Too Little</b>	<b>Non-count Noun</b>		<b>Too</b>	<b>Adjective</b>
There is	too much	noise.	It's	<b>too</b>	hot.
	too little	light.			cold.

soy+ utpl

## Too + ADJECTIVE

### Too + adjective/adverbs

- **Too** is always used to say that something is negative (more than is necessary/right).

These trousers are **too** small.

I'm **too** tired to study.

The film was great. It was **too** funny. <- **WRONG!**

soy+ utpl

## References:

- Haugnes, N., Maher, B. (2020). North Star: Reading and Writing Level 2. (5th ed.). New York: Longman
- Schoenberg, I. (2017). Focus on Grammar 2 (5th ed). United States: Pearson.

## Adverbs of Manner



**UTPL**  
La Universidad Católica de Loja

### Adverbs of Manner

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soy+ utpl



### Adverbs of Manner in Sentences

Subject	Verb	Adverb
He	spoke	well. badly. clearly.

Subject	Verb	Adverb
She	finished	her speech quickly.

soy+ utpl



## Adverbs of Manner Usage

### Remember...

An **adverb** tells us more about a **verb**.

An **adverb** describes or modifies the **verb** in some way.

Many **adverbs** end with the suffix "ly", but not all.

**Adverbs** often tell us **how** something happened.



## Adverbs of Manner Spelling Rules

### Adverb formed with Adjective + -ly

Adjective	Adverb
bad	badly
careful	carefully
loud	loudly
quick	quickly
quiet	quietly
sarcastic	sarcastically
slow	slowly

## Adverbs of Manner Spelling Rules

### Same Adjective and Adverb Form

Adjective	Adverb
early	early
fast	fast
late	late
long	long

### Irregular Adverb Form

Adjective	Adverb
good	well

soy+ utpl

## References:

Haugnes, N., Maher, B. (2020). North Star: Reading and Writing Level 2. (5th ed.). New York: Longman

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