



# UTPL

*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**



# English Language: Listening and Speaking IV

**Guía didáctica**



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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## English Language: Listening and Speaking IV

*Guía didáctica*

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	IV

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English Language: Listening and Speaking IV

Guía didáctica

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## 1. Information data

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### 1.1. Subject Presentation



### 1.2. UTPL Generic Competencies

- Written and oral communication.
- Communication in the English language.
- Critical and reflexive thinking.

### 1.3. Program Specific competencies

- Applies linguistic knowledge of the English language at a level that allows effective communication for teaching children and young students according to international standards.

### 1.4. Issues addressed in the course

Limited coherence in the articulation of the curriculum's elements.





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## 2. Learning methodology

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Listening and Speaking IV is designed to complete the previous courses taken in the earlier semesters. Its purpose is to develop the students listening and speaking skills and the understanding of grammar rules. To successfully complete the course objectives, we will follow a methodology that will allow students to work the contents and activities efficiently.

It is important to note that to build the knowledge you need, we have considered the constructivist method, which will allow the students to create such knowledge by providing them with the necessary tools. This means that students get actively involved in their learning and development of listening and speaking skills. In addition, the activities presented in this course will build and reinforce essential grammar rules based on your previous knowledge. What you build in this course will allow you to listen and speak in English at a higher level. To understand the method selected for this course, I invite you to watch the following video on Constructivism.

[What is Constructivism?](#)

Finally, do not forget that this course's professor will guide the entire process along the way.



### 3. Academic guidelines for learning outcomes



#### First bimester

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

- Uses the passive voice in spoken sentences.
- States and reports opinions and gives support with relevant arguments.
- Uses gerunds and infinitives in sentences.

The contents in this bimester include specific information about different and exciting topics that will allow you to conceive your own opinions and ideas that will be expressed in a spoken way. In addition, the activities proposed will enable listening practice, which will sharpen your understanding and pronunciation in English. Finally, the explanation of grammar rules will allow you to use the correct structures when speaking in English.

#### Contents, resources, and recommended activities



#### Week 1

#### Unit 1. Talented people

Dear students to start our course, we will begin with an interesting topic about talented people. Although some people are truly exceptional in their knowledge or abilities, everyone has something that they are good at. As you learn about other people, think about your skills and abilities as well.

**Focus on listening.**

## 1.1. Making inferences to identify important ideas

To start the contents of this course, we will begin with the important topic of making inferences to identify important or main ideas. To have a general understanding of the topic, we need to start from the basics. Therefore, we will analyze the meaning of inferring in the following information box



To infer means to assume or deduce. This deduction is made from something observed or of which one knows. When you infer, you may come up with a result or a conclusion. However, remember that inferring is not necessarily associated with something specific or correct. Often, a person may infer in a wrong way or differently from how it should be.

To practice inferring, I invite you to follow the steps of making an inference in the [link: How to Make and inference in 5 Easy Steps](#) by ThoughtCo. Let me clarify that you may infer both in reading and in listening.

Now that we understand the meaning of inferring, let's analyze the explanation of important ideas. These ideas are the ones that present the important information on the topic we are addressing. Think of them as key ideas, which are not many in a context. Also, these ideas are essential, and there are few in the context.

With the previous explanation, you can now work on the activities presented in your textbook. Therefore, I invite you to work on Inferring Important ideas in the Make Inferences section in UNIT 1.

## 1.2. Recognizing Emphasis

Dear student, now we will center our attention on emphasis when speaking. As explained in your textbook, Ferree and Sanabria (2020) state that native speakers change the stress in their speaking when they want to emphasize key ideas. They tend to pronounce the words loud and clear.

Before moving to the activities in the book, it is relevant that we understand what stress is in speaking. To learn about stress, let's watch the following video by After School English [English Pronunciation: Word Stress](#).

I am pretty sure you found the information in the video exciting and helpful. Therefore, we can now move on to the textbook and practice recognizing emphasis in the exercises presented in Unit 1: Listening Skills.



Do not forget that when we listen to another person speak, we need to listen to the words that they use and the way that they say them. This will help you, the listener, to recognize the most important information. This is called listening for emphasis.

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



### Recommended learning activity

*To further practice word stress, I suggest you pronounce the first set of words by stressing the last syllable. Then pronounce the second set of words by stressing at the beginning.*

- *undo*
- *overcome*
- *extend*
- *understand*
- *overcoat*
- *underwear*
- *output*

*So, how did you do? I am sure you nailed it!*

*Correct stress on the words from the list.*

- *undo --> un-**DO***
- *overcome --> over-**COME***
- *extend --> ex-**TEND***
- *understand --> un-der-**STAND***
- *overcoat --> **O**-ver-coat*
- *underwear --> **UN**-der-wear*
- *output --> **OUT**-put*



### Focus on speaking.

#### 1.3. Grammar Passive voice

Dear students, this section will help us speak in the Passive Voice. It takes practice to speak and listen in this passive voice, so it is necessary to practice it. Therefore, use this opportunity to improve your knowledge of the topic and use the language correctly.

In general, active voice is the most common way people speak English. It is the classic, Subject-Verb-Object sentence structure. However, in formal writing and other situations, the Passive voice is used. In this case, the sentence structure is different. The verb is acting on the Subject.

To understand the structure of the passive voice the best way we can, we need to understand first, the structure of the active voice

*The dog ate my homework. (doer/subject -> action -> receiver/object)*

As you can see, this type of voice is direct "The dog ate the homework," where the subject doing the action is the dog, and the object or receiver of that action is the homework.

Now, let us focus on the passive voice.

*My homework was eaten by my dog. (receiver-subject <- action plus doer)*

In the example above, we observe that there is a change in the word order. The receiver is now in the subject position and the doer is at the end. Also, see how the verb changes in the passive voice. It follows this structure BE verb + past participle of the verb.

With the introduction provided above, you are now ready with the basics to understand the grammar box in the book. Focus your attention on Grammar for speaking in Unit 1: Using the passive voice. Do not forget to practice your recently-acquired knowledge by completing the exercises that follow the explanation in the book.

In case you need further information on changing from active to passive voice, you may read the information found in the Open Oregon Educational Resources web page [Active vs. Passive Voice](#)

After learning the passive voice, let's move on to the next topic that focuses on developing your speaking skills.

#### **1.4. Focus on speaking: Express opinions and provide support**

As you know improving our speaking skills is the main goal in this course. One of the key elements in speaking is supporting your opinions and ideas. In order to do so, we need to take into account some of the phrases used to support your point of view.

Some of the phrases that you can use are:

**I think ...**

**I feel ...**

**In my opinion ...**

**I believe ...**

You could also add strength to your opinion by adding an adverb. Let's see:

**I truly feel ...**

**I strongly believe ...**

**I really think ...**

As you can see, there are many ways to introduce your opinion. In addition to the phrases listed above, you may use some of the phrases found in the book in the speaking section of Unit 1 under the heading of Giving your Opinion.

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



## Recommended learning activity

*To practice supporting your opinions I recommend using any of the phrases learned and incorporating them by mirroring a discussion with yourself by providing support to the following discussion topics:*

- *The government should provide scholarships to intelligent students.*
- *Parents should try to enroll their intelligent children in 1st world schools.*

*Possible supporting opinion:*

*I strongly believe that the government should provide scholarships to intelligent students; that way, they will ensure their education and acquisition of knowledge. In the future, these students can help the country's development.*

It is very helpful to learn a few of these phrases to use them when needed. Also, be aware of them when other people are speaking to you. Also, it is very common for someone to ask a question that requests an opinion rather than factual information. Look at these examples:

*What kind of food do you like to eat? Do you like classic rock music?*

Another way for a person to request an opinion is to offer their opinion first.

Example:

*I like chocolate ice cream, how about you? I really like classical music, do you?*

Learning to recognize when someone offers an opinion or asks for an opinion is important, especially in casual conversation.

CONGRATULATIONS!! 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 the next self-assessment.



## Self-assessment 1

Read statements 1- 4 and choose the correct option from the box to complete the information correctly.

- a. will captivate
- b. have been captivated
- c. captivating
- d. shown
- e. will be shown
- f. was shown
- g. will be know
- h. is known
- i. was known
- j. was given
- k. will be given
- l. gave

1. NEWSCASTER: Now, some news about prodigies from around the world. Over the past two weeks, live audiences around the world \_\_\_\_\_ as the Chinese pianist Lang Lang (1982–) performed his latest work.
2. One of these concerts was filmed and \_\_\_\_\_ on public television next week.
3. On this day in 2013, Shakunta Devi died at the age of 83. Born in southern India, Devi \_\_\_\_\_ as the “human computer” because she could calculate large numbers in her head.
4. People thought she \_\_\_\_\_ special instruction in mathematics, but in fact, she had no formal education.



Choose the correct option that completes the sentences 5 – 8 correctly.

5. She to do complex calculations by her father, who was a circus performer. Coming up next month is the annual Capablanca Memorial Chess Tournament, held in memory of José Raúl Capablanca y Graupera (1888–1942), the “human chess machine.” (*teach, past*)
- a. was taught
  - b. will be taught
  - c. taught
6. Born in Cuba, Capablanca one of the greatest chess players of all time. (*consider, present*)
- a. was considered
  - b. will be considered
  - c. is considered
7. Unlike other famous players, he for his simple playing style, but he played at the speed of light. This, together with his exceptional skill, made it almost impossible for other players to beat him. (*know, past*)
- a. was considered
  - b. will be considered
  - c. is considered
8. WOMAN: Good morning, Doctor. I have newborn identical twins, and I want to make sure I treat them differently because I want them both to \_\_\_\_\_ their full potential. (*achieve, present*)
- a. achieve
  - b. will be achieve
  - c. will achieve

For exercise 9 and 10 select the correct voice (Active or Passive).

9. Mike changed the broken engine
- a. Active
  - b. Passive

10. The track and field tournament was won by John Price
- a. Active
  - b. Passive

Answer Key



## Unit 2. Life's obstacles and medical decisions

Dear students, in this unit, you will learn how people can push their limitations and improve themselves in activities that require endurance. Usually, we think of physical tasks such as running or bicycle riding. However, there are many ways that a person can increase their endurance in various areas of their life and also overcome medical conditions.

Let's begin

### Focus on listening.

#### 2.1. Inferring the meaning of figurative language

One of the things that makes English interesting is the use of Figurative Language. This type of language can be hard to learn at first but do not worry; you will catch on soon enough. The idea of Figurative Language is to use one idea to describe another. There are many different types of Figurative Language; however, let us focus on the five main types. Look at these examples:

Metaphor- using one thing to describe another thing.

He has a heart of stone.

Simile- comparing two things using the words "like" or "as".

He is as dumb as a rock.

Personification- giving human traits to non-human things.

Every morning the sun smiles on us.

Hyperbole- Using exaggeration to make a stronger statement.

That guy is as fast as lightning.

Symbolism- Using a common symbol to describe something.

My boss is a slave driver.

With this information in mind, I invite you to read the section in MAKE INFERENCES in Unit 2. In there, you will find more information that explains about inferring the meaning of figurative language. I strongly suggest not missing the activity where you have to listen to two excerpts with figurative language.



In case you do not recall what inferring means, you can always go back to the content in Week 1 where I explain the meaning of inferring.

Now that we have a clear idea of what infer means, it is time to learn about identifying main ideas and details.

## 2.2. Distinguishing between main ideas and details

Dear students, in this section of the unit, we will focus on distinguishing main ideas from details. It is important to note that we already learned about the main ideas in Unit 1 and understand how they work in text or spoken information.

To review some of the information provided before, let us read the following. As you know, texts and spoken information may be formed of different messages; that way, the reader or listener can understand the information that is conveyed. Once we master the identification of both ideas and details, we will be mastering communication between sender and receiver.

The main ideas are those that are essential for the text or spoken information to be understood. Without main ideas, we would end up with a compendium of sentences without coherence. Therefore, the main ideas will be the ones that provide logic to the text and spoken information, and they will form the basis that will be supported by secondary ideas.



To understand these concepts, even more, I invite you to watch the following video by Enoc Cruz: [Main Idea](#)

Dear students, after watching the video, I am sure your attention focused on explaining the main idea. The character in the video explains that the main

idea is the point of a piece of writing; it can be a big idea the writer wants to get across. As we have previously discussed, the same rules apply to writing and listening.

Now that we are clear about main ideas, I invite you to open your textbook and read about *details*. The explanation found on LISTENING SKILL: Distinguishing Between Main Ideas and Details is very clear and precise. Therefore, I am pretty sure you will not have any problems understanding the gist of what is presented there.

To practice identifying main ideas and details, go ahead and work on the activities that presented in form of an audio. Then, I invite you to participate in the following recommended activity



### Recommended learning activity

*To improve your listening skills by identifying main ideas in conversation, I suggest you look for a video that relates to the topic we are addressing in this unit and list the main ideas of the conversation. As an example, you could watch the following video by UPROXX Studio: [Dean Karnazes, the ULTRAMarathon / Human Limits](#) and make a list of the most important information provided in the video. Identify four essential ideas:*

*Some ideas may be:*

*Idea: Testing human limits*

*Idea: Looking for a life change*



### Week 4

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## Focus on speaking

### 2.3. Grammar: Gerunds and infinitives

In this week's learning, we will focus on gerunds and infinitives, which will enrich your grammar knowledge. In addition, by using these grammar structures correctly, you will be improving your speaking skills. Let us analyze the information presented next.

To understand this grammar better, we need to remember what a gerund and an infinitive are. To do this, read the structures below

### ***Gerund: verb + ing***

Example: think + ing = *thinking*

### ***Infinitive: to + verb***

Example: to + sail = to sail

Now, with the structures in mind let us focus on some of the uses we give gerunds and infinitives.

### **Gerunds after phrasal verbs**

In this specific grammar rule we will use phrasal verbs. Remember that phrasal verbs are the union of a verb and a preposition.

Example:

- Call off
- Look into
- Write down
- Agree with

When we have to use a verb after a phrasal verb, this verb has to be in the form of a gerund. Examples:

Our professor ***called off meeting*** after class.

Mike suggested ***asking about researching*** in data bases.



Phrasal verbs are sometimes difficult to understand because their structure does not agree with the meaning. To learn about the meanings of phrasal verbs, I invite you to visit the following link [100 Phrasal Verbs en inglés](#)

Also, it is important to remember that when we have only a preposition, gerunds are the only verbs that go after prepositions. Examples:

Carlos is known **for writing** a best seller about mystery.

All of the students are interested **in learning** more **about improving** their listening skills.

Finally, take into account that we have expressions with the preposition to, we will still use gerunds. Examples:

Politicians are **opposed to passing** the new law.

I look **forward to speaking** to you soon.

### **Infinitives after adjectives and nouns**

As you know an *adjective* is a word or phrase that describes a noun. When we have an adjective before the verb, we will use the infinitive form of the verb. Examples:

My children are **afraid to go** alone into dark places.

Students are **eager to learn** more about the use of infinitives and gerunds.

I was **glad to hear** that my cousin finished 1<sup>st</sup> in the 100m race.

Furthermore, infinitives can also be used after nouns. If you recall, a *noun* is a word that identifies people, animals, or things. Let us analyze the examples that follow to understand in a smooth way.

Mary and José took the **decision to sell** everything and move to England.

Peter is so busy that he does not have **time to take** a break.

Every citizen has **the right to vote**.

## Gerunds and infinitives for general statements

In order to make general statements, you can use both gerunds or infinitives without changing the meaning. Let us learn from the examples below.

**Drawing** is fun!

It's fun **to draw**!

**Arguing** about politics is very annoying.

It is very annoying **to argue** about politics.

**Fixing** car engines is hard work.

It is hard work **to fix** car engines.

To learn even more, I invite you to study more about infinitive and gerund by reading the grammar information provided in your textbook. In there, you will learn the use of infinitives after the verb and other verbs. Also, you will learn about using gerunds as a subject of a sentence.

In addition, take a look at the following interactive resource about gerunds and infinitives according to the verb.

[Gerunds and infinitives for general statements](#)

## 2.4. Introducing a presentation

Dear students, during your studies at university, you will have to make presentations. These presentations usually serve the purpose of presenting information about the work you have done. Therefore, it is relevant that we consider some aspects to complete the activity successfully.

- Introduce yourself by telling your name and the name of the participants in your group (if that is the case).
- Present the topic of your work.
- make emphasis on the importance of the information you are about to show.
- You may ask for the audience participation.
- Finish your presentation with your final thoughts.



Keep in mind that there are different ways to make a presentation. The one I have just explained is one of them. You can now read your textbook to learn an additional way to make a presentation. After you studied the content about introducing a presentation in the speaking skill section of Unit 2, work on the exercises presented there.

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



### **Recommended learning activity**

*To practice the grammar learned in this unit, I suggest you write your own examples using infinitive and gerunds. Write two examples for each of the cases studied.*

- *Gerunds after prepositions or phrasal verbs.*
- *Infinitives after adjectives and nouns.*
- *Gerunds and infinitives for general statements.*

#### **Examples:**

*Carlos should not smoke before going to his doctor appointment.*

*We were so surprised to receive such a welcome.*

*Driving reckless can be deadly.*

I am pretty sure you successfully completed the recommended activity.  
Excellent!

It is time to test your knowledge of gerunds and infinitives. Let's now work on self-assessment 2



## Self-assessment 2

Match the verbs with the sentence they belong. Do not forget to analyze the context to make sense.

1. ____ to bring	a. Maria was shocked _____ that the country has to pay millions in debt.
2. ____ to learn	b. Soccer fans are fed up with _____ their team losing all the time.
3. ____ putting	c. Some people are used to _____ their most important chores for last.
4. ____ seeing	d. Student should not hesitate _____ when they see bullying acts at school.
5. ____ to tell	e. The waitress forgot _____ the main dish

Read the statements below and select the option that completes the sentence correctly.

6. Authorities insist on \_\_\_\_\_ water during dry seasons. (save)
- save
  - to save
  - saving
7. It should be the children's responsibility \_\_\_\_\_ their beds every morning. (make)
- to make
  - making
  - make
8. \_\_\_\_\_ too fast will leave you grasping for air. (run)
- To run
  - Running
  - Run

9. Hikers should avoid \_\_\_\_\_ walking near cliffs. (walk)
- a. walk
  - b. walking
  - c. to walk
10. \_\_\_\_\_ exercise every day is good for your health (do)
- a. Doing
  - b. To do
  - c. Do

Answer Key



## Unit 3. Sleeping patterns

Dear student, this unit is about the benefits and need for sleep. Our need for sleep changes as we grow older. There are many physical and mental reasons for getting enough sleep. However, the effects of not getting enough sleep are significant and can affect every aspect of our life.

Let's learn the key information that will be used in both listening and speaking.

### Focus on listening.

#### 3.1. Inferring a speaker's assumptions

Assumptions are things people believe to be accurate, but they may not say it specifically. For example, when you meet a foreigner in the supermarket, you might think that they speak English. Therefore, you assume that they speak English. In reality, they could be from Germany or Russia. When you approach them and speak to them, you will learn if they speak English or not. This is called making an assumption.

How can we identify assumptions when listening to someone speak? Listen for words or phrases that indicate a belief in something.

Do they act or speak as if their idea is correct or that they have knowledge about something? They may be making an assumption

In order to make assumption, it is prevalent for the speaker to use specific modals such as should, ought to, and will. To understand this better, let us analyze the following examples.

"Someone is knocking on the door" Assumption: "That will be for me"

"Do not repeat the basketball drill" Assumption: "He won't get it"

"We are traveling to the coast next week" Assumption: "The weather should be nice."

“It is dark already” Assumption. “Mel ought to be here soon.”

Dear students, with the explanation and examples provided before. I am sure you got the gist of it. Now, to reinforce what you have just learned, I encourage you to read the section Make Inferences in your textbook, focusing on the explanation they give about this specific matter. Then start working on the listening exercises, which will help you identify when the speaker is making assumptions.

### 3.2. Recognizing claims and evidence

Dear student, to understand this topic better, we have to note that *claims* and *evidence* will be used in writing and speaking. Therefore, the same rules apply to both skills.

Now, let us focus on the explanation of “*claim*” A *claim* can be defined as an exchange of main ideas and reasons focused on convincing the person who is listening to a specific topic while having a defined position.

*Claims* are complex units composed of a central idea, supporting ideas, and a conclusion. The primary purpose of a claim is to provide valid reasons for an idea to convince the listener. When we use claims, we first have to think about the listener’s characteristics. In this way, we will organize the information by selecting evidence to build our claim.

After learning about the definition of “*claim*,” let us focus on the meaning of evidence. *Evidence* is valuable information that supports the central idea of a claim. There are different types of evidence such as numerical data, facts, events, anecdotes, and even examples. It is relevant to note that the evidence we choose will depend on the listener’s characteristics. The use of evidence will allow you to influence the listeners opinion or point of view.

As you can see, understanding the information provided about claims and evidence is not complex. Therefore, I encourage you to further study this topic in the Listening Skills section of the textbook. After reading the explanation, work on the listening activity to help you identify the claims and evidence.

Let’s put into practice what you have learned so far by working on the next recommended activity.



## Recommended learning activity

*To practice claims and evidence. I encourage you to think critically about the following topic and then write down evidence or information that will support your main idea (claim)*

*Claim: Crime rates in our county have increased. There is a need to change the law and implement the death penalty for criminals that commit severe crimes.*

### **Possible answer:**

*The government has to change laws to help decrease crime. There has been an increment of 1% in violent crimes, and many people feel unsafe on the streets. Therefore, the new laws should allow our justice system to implement the death penalty.*



## Week 6

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### **Focus on speaking.**

### **3.3. Grammar: Present unreal conditionals, present real conditionals and future real conditionals**

Having learned about claims and evidence, it is time to focus on the grammar part, which will allow you to speak correctly by applying the rules of conditional sentences. Let me inform you that these sentences are used very often in everyday English. So let us study conditional sentences.



To understand the different rules of conditional sentences, we need to review essential information. A conditional sentence is made of two parts, the conditional clause (if-clause) and the result clause. A comma separates these clauses. I also want to mention that we can exchange the position of these clauses without altering their meaning. The only variation we make when we change clause position is the omission of the comma. To understand this better, let us analyze the example below.

### **If-clause , result clause**

If I start training today, I will be in shape to compete at the end of the year.

### **Result clause if-clause**

I will be in shape to compete at the end of the year if I start training today.

### **Present unreal conditionals**

The present unreal conditionals will be used by the speaker when he talks about things that are not real. In other words, the condition and the result are unreal. Therefore, when using this conditional, we need to consider the verb tense in the if-clause and the specific structure in the result clause. Let us understand this better with the structure below.

### **Simple past, would + verb (base form)**

With the structure in mind, let us analyze the following examples.

*If Carlos owned land, he would plant many trees.*

But in reality, Carlos does not own land, and cannot plant any trees.

*I would take a long trip if I had more money.*

But in reality, I do not have money; therefore, I cannot take a long trip.

I am pretty sure that the examples above helped you understand this conditional. But in case you need further explanation, I invite you to watch the first three minutes of this OER license video [UTPL Conditional Sentences](#) where I explain the present and future real conditional. You can also reinforce this grammar point by studying the information presented in your textbook in the Grammar for Speaking section.

## **Present real conditionals**

Dear students, in this conditional, you will write or elicit this type of sentence to describe real conditions whose results are real and certain. The present real conditionals are also made of two clauses, the if-clause, and the result clause. In addition, we use this conditional to talk about general truths and habits. We need to keep in mind that in present real conditionals, we have to use a specific verb tense in the if-clause and the result clause. Let us analyze the structure.

### **present, present**

After learning the structure of this specific conditional, we can examine the following examples

General truth: *If it is new year's eve, most people are ready to celebrate*

Habit: *If I wake up early in the morning, I run in the park near my house.*

General truth: *I avoid traffic if go to work early.*

Habit: *I take my dog with me if I go out for a run.*

### **Present progressive, present**

*If I am doing my homework, I play classical music.*

*Tom turns off his phone if he is working*



It is important to keep in mind that in this conditional, you can also use modals such as can, may, can/could, should, ought to, must, have to.

Examples:

*If Jennifer does not like the sweater, she could return it*

*If you arrive late to school, you ought to wake up earlier.*

*You must study harder if you get low scores in the exams.*



## **Future real conditionals**

Dear students, you may use the future real conditionals in a written or spoken way when you need to describe real conditions and results in the future. As we have studied before, this conditional is also made of two clauses. Since we are talking about the future, the structure of the sentence is the following.

### **Present, future**

Let's analyze the examples:

*If I attend to the graded tutorials, I will improve my speaking skills.*

*If you save part of your pay check, you will be able to buy the watch you want.*

*The teacher will clear out your doubts if you join the tutorials.*



Also, you can use this conditional with the modals: may, might, could, should, ought to, must, and have to. Please analyze the following examples.

*If we travel to Guayaquil, we may visit the "Malecon"*

*If Paul wants to invest money on Wall Street, he must study about trading first.*

*Mary and Karen should put away some money every month if they want to go on a cruise ship.*

After learning about conditionals, we can now move on to the next topic.

## **3.4. Using contrastive stress**



Dear students, before we focus on contrastive stress, it is essential to understand what "stress" is in speaking. Therefore, I invite you to watch the following video by Go English Coach to understand this relevant element of correct pronunciation.

[Stress in sentences.](#)

Now that you understand stress, it is time to focus on contrastive stress. To learn about this topic, I encourage you to read the information provided in your textbook in the PRONUNCIATION section. The explanation will allow you to understand how and when to use this type of stress. Also, to practice your stress, I strongly suggest you do the listening activities presented there for this purpose.

Let's test what you have learned in this unit by doing the following self-assessment.



### Self-assessment 3

Unscramble the information below and form a correct conditional sentence.

1. Would / buy / lot / of money / if / had a / James / he / car / a new /

---

2. bus / Quito / take / go to / usually / If / I / the / I /,

---

3. password / it / would / Mary / give / to / knew / you / she / the / I /,

---

4. study / hard / pass / exam / You / the / you / you / will / if

---

5. run / is / weather / the / go / out / to / nice / If / I /,

---

Read the statements below and select the option that completes the sentence correctly.

6. I would \_\_\_\_\_ so happy if I had a bicycle.

- a. be
- b. been
- c. being

7. Joseph does not drive if he \_\_\_\_\_ more than two bottles of beer.

- a. drinks
- b. would drink
- c. will drink

8. If Mike eats too much junk food, he \_\_\_\_\_ weight.
- a. gained
  - b. will gain
  - c. will gains
9. Take my car if you \_\_\_\_\_ late.
- a. would be
  - b. were
  - c. are
10. I would type faster if I \_\_\_\_\_ typing classes.
- a. take
  - b. took
  - c. will take

Answer Key



## Unit 4. New Education System (online, on-site and distance)

Dear student, we will study online, onsite, and distance learning in this unit. As you know, the way to acquire knowledge has changed in the previous years. New forms to connect teachers and students have been created. Nowadays, the environments are modified to provide the learning experience and flexibility chosen by the student. Let us study this unit to learn more about it.

### Focus on speaking.

#### 4.1. Grammar: Simple, progressive and perfect forms

##### Simple Present and Present Progressive

The *simple present* will be used when we want to talk about things that happen on regular basis or for facts. To understand this better, let's take a look at the examples.

*Maria always runs in the morning.*

*Peter and Thomas speak fluent English.*

*Brian eats healthy every single day.*

*Water boils at 100 degrees.*



Keep in mind that when we use the third person (he, she, it) we will add s to the verb.

We use the *present progressive* when we want to talk about something that is happening now. For example.

*I am reading this book.*

*Lisa and Sandra are traveling to Quito right now.*

*Helen is baking a chocolate cake.*



The structure of the present progressive is is/are + verb (ing)

### **Simple Past and Past Progressive**

Dear students, we will use the simple past to talk about actions that happened in the past and are completed. For example.

*I visited New York in 2001.*

*Nancy broke the jumping record last year.*

*Mark and Sandra met in the lobby of their hotel.*

Now, let's continue with the past progressive. This verb tense is used when we talk about actions that were happening at specific time in the past. For example.

*During 1988, Betty the lawyer was build her case against the people who did not pay taxes.*

*As I played, the fans on the bleachers were cheering me every time I scored.*

*At 6 o'clock this morning, I was sleeping.*

To understand even better the past simple and past progressive, I invite you to watch the following video [Past Simple vs Past Continuous](#) by Virtualización UniQuindio.

Dear students, the video reinforced the structures we have just learned and explained the structured use for questions. To write correct questions, we must use the auxiliary DID for past simple and WAS / WERE for past continuous and the proper position of the subject and the verb. Do not forget the structures:

Did + subject + infinitive

Was / Were + subject + verb (ing)

Now that you fully understand the Past Simple and Past Continuous use, we can move on to more complex structures in the next topic.

## **Present Perfect and the Present Perfect progressive**

Now, we are going to learn about the use of the present perfect and the present perfect progressive. To start let us focus on how these perfect forms are built.

Present perfect: **Have (not) + been + verb (ing)**

Example: I have studied here for three months.

Present perfect progressive: **Have (not) + verb (past participle)**

Example: *I have been working in this Italian restaurant for one year.*

To understand the use of both structures with the use of *for* and *since*, I invite you to watch the with an OER license video in the following link.



UTPL: [The Present Perfect and Present Progressive](#)

As you watched in the video, we will use SINCE or FOR to talk about something that began in the past, continues now, or may continue in the future. Do not forget that these structures are similar to the ones in Spanish, the translation of SINCE is “Desde” and FOR “Por”.

Now that we understand the Present Perfect and Present Progressive, it is time to move to the next grammar point.

## **Past Perfect and Past Perfect Progressive**

As learned in the previous grammar point, it is important that we start from the basics, which is the structure of these perfect forms. Let us analyze them.

Past perfect: **Had (not) + been + verb (past participle)**

Example: By 1944, the second world war had started.

Past perfect progressive: **Had (not) + verb (past participle)**

Example: Ruth looked exhausted. It is clear that she had been working hard.

To reinforce your understanding of both structures, click on the link to watch the following videos that explain this grammar point in detail by Ashley Green.



[Past perfect and past perfect progressive](#) by Ashley Green

[Past Perfect Continuous](#) by Englishing

Now that we have learned the grammar points in this unit, let us move on to the next topic.

### Focus on Listening

#### 4.2. Inferring a speaker's attitude

Dear students, when we infer a speaker's attitude, we need to consider elements such as word choice, stress, pauses, hesitation, and exclamations. To understand this the best way possible, we need to read the information provided in the book in the section MAKE INFERENCES. In this section, you will do some listening activities that can help you identify critical elements to guess the speaker's attitude.

To aid the understanding of this topic, I invite you to watch the following videos before going to the textbook.



[Word choice](#) by Prof Myhren

As you learned in the video, choosing the right word is vital; otherwise, the message you want to convey may not be understood. In addition, words have many synonyms, so you need to practice and get familiar with words to use them accurately. Finally, using certain words will also depend on the audience. For example, you may use more informal words with friends and people you know and more formal words with people you do not know.



[Thoughts groups and pausing](#) by English With Accent Coach Nicole



Dear students, as you watched in the video, always remember that we also make pauses when speaking; they are similar to writing when we use commas, semicolons, periods, etc. Note that practice can help you with the pause in a natural manner. There are no specific rules for when to pause when speaking.

### **4.3. Identifying parts of Oral Paragraphs**

In this part of the text, you will learn about identifying parts of oral paragraphs. The information provided explains that paragraphs are not only used in writing but also in speaking.

To understand this better, I invite you to study the information provided in the section LISTENING SKILL. Pay close attention to the explanation and the example provided so you are able to identify the main ideas and details.

Now that you have successfully completed the unit, I know you are prepared to do the next self-assessment.



## Self-assessment 4

Read the words or structures in the box and choose the one that correctly completes the sentences.

have been playing	bought	drank
have been researching	has been working	

1. Julia \_\_\_\_\_ her condo two years ago.
2. Marion and Shane \_\_\_\_\_ too much last night.
3. They \_\_\_\_\_ video games for 4 hours.
4. Carolina \_\_\_\_\_ at UTPL for the last 2 months.
5. Jeff and Jason \_\_\_\_\_ about new technologies lately.

Read the statements below and select the option with the correct perfect form that completes the sentence.

6. I \_\_\_\_\_ my new book when you arrived
  - a. had read
  - b. have read
  - c. had been reading
7. When I arrived to the lab, Lisa \_\_\_\_\_ the experiment.
  - a. had finished
  - b. have finish
  - c. had finish
8. Daniel \_\_\_\_\_ his house when the car crashed his fence.
  - a. has been painting
  - b. have been painting
  - c. had been painting

9. Ruth and Kimberly \_\_\_\_\_ near the lake when they saw the mountain lion.
- a. Had been walking
  - b. Have been walking
  - c. Has been walking
10. Linda \_\_\_\_\_ her dog when she heard the alarm.
- a. have been feeding
  - b. had been feeding
  - c. has been feeding

Answer Key



## Week 8

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### Final midterm activities

Dear students, you have successfully completed the activities for the first bimester *CONGRATUALATIONS!* In week eight, you will review the contents learned so far to prepare for the oral mid-term exam.



## Second bimester

### Learning outcomes 4, 5 and 6

- Distinguishes between main ideas and supporting details and examples.
- Expresses opinions.
- Expresses similarities and differences.

### Contents, resources, and recommended activities

Dear student, it is time to start the second part of this course. In this second bimester, we will be covering again exciting topics that will help you improve your listening and speaking skills, as well as using the correct grammatical structures when you speak.



### Week 9

## Unit 5. Computers and ICT's

### Focus on Listening.

#### 5.1. Understanding ICT

You may be wondering what ICT stands for, well let me tell you that ICT means Information and Communications Technology, and it has become prevalent nowadays. The reason for the use of ICT is because it provides resources and tools that allow the distribution of information using technology at hand, such as cellphones, computers, radio, etc.

To better understand the use of ICT, I invite you to watch the following video by Soul4real that provides essential information for understanding this topic. [Information and communication technologies](#)

As you could watch in the video, ICT can drastically improve education by enabling essential learning information. If you are interested in deepening your knowledge about ICT, I encourage you to browse the web for information related to information and communications technologies. One good source of information where you can find plenty of information about the topic is YouTube.



Do not forget that it is helpful to identify key vocabulary related to the topic. Then look for the meaning of the words and practice them, so you can memorize those words and include them when speaking.

Now that we have learned about ICT, we may continue to the next topic that will improve your listening skills.

## 5.2. Inferring a speaker's intentions

Dear student, it is essential to understand that when someone writes or speaks, they try to convey a message, which will have specific characteristics depending on the message they want to convey. Let us keep in mind that the message's intention is the primary purpose of what the speaker or writer expresses.

The purpose of the message is often unstated; this is called the main point of the message. However, what they say may not be the essential message. To understand this better, let us analyze the following example.

### Scenario 1

*Charles: Hey John, what's the matter, you look upset.*

*John: I am fine. Don't worry.*

- John looks upset but says he is ok. Which one do you believe?

### Scenario 2

*Son: Hey mom, you look really beautiful today.*

*Mom: thanks son. What is it that you want?*

- the compliment from the son is just to make mom happy, so that he can ask for something. What they say, is not exactly what they mean.

As you could learn in the examples above, to understand the intention we need to pay close attention to what is said.

Dear student, deepen your knowledge about inferring a speaker's intention, I invite you to study the information provided in your textbook in the Make Inferences' section. You will find key questions that you need to ask yourself to understand spoken intentions.

Now that we understand how to infer the speaker's intention, we can continue with the next topic.

### 5.3. Identifying and understanding relationships between ideas

When discussing the relation between ideas, we can find different ways to identify them in writing and speaking. One is identifying words that allow us to understand how sentences or ideas are connected. That way, we follow what the speaker thinks to understand the message. The words that I am referring are called connectors. These connectors are also used in writing, and you can find lists of them by typing the words *list of connectors* on your internet browser.

Another way is to understand the relation of ideas in specific discussions. Example: cause and effect

Did you get the gist of the above information? I bet you did!

Now, let's focus on the information provided in your textbook in the Listening Skill section. In there, you will find a list of different types of relations.

In addition, I invite you to watch the part called *cause and effect* in the following video by COMMPadres Media: [Organizational Patterns](#)

After watching this helpful video, do not forget to apply the essential speech organization: Introduction - Body -Conclusion. This way, the audience will follow along and understand your speech.

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



### Recommended learning activity

*To improve your listening skills, I encourage you to find a video where they discuss a current issue in the world, for example, the automatization of factories. Then list the effects of implementing machines in factories.*

*Possible answer*

*The automatization of factories will leave many people out of work because machines will work non-stop.*

I am pretty sure you did great in the recommended activity Congratulations! Let's now continue with the next topic.



### Week 10

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### Focus on Speaking.

#### 5.4. Grammar: Reported speech

After learning good strategies to improve our listening skills, it is time to reinforce and enhance our speaking skills by learning about Reported speech. Before starting with the explanation is important to note that reported speech is also known as indirect speech. If you ever want to look for more information about this grammar point, you can look it up by both names.

To understand the function of reported speech (indirect speech), we need to start by explaining direct speech. Basically, we say that direct speech is the exact words the speaker produces. For example

Direct speech: "I run every morning," Carlos said.

Direct speech: "We study English at UTPL," they said.



With the information and the examples in mind, we can now focus on the Reported Speech.

To report what someone says, we must use the reporting verbs *say* or *tell*. The structure of the sentences will change depending on which *reporting* verb we use. Let's analyze the examples:

Direct speech: "I always study at night"

Indirect speech: Mike said he always **studied** at night.

Direct speech: "I don't like going out at night", she said

Indirect speech: Mary told us she **didn't like** going out at night.

Now that you read the examples above, focus on the verbs in red.

What do you notice?

If you noticed that verbs tend to change to the past, you are correct!

The *reporting* verbs are usually in the simple past. When we report someone's words, we also need to change the verb tense. To understand this better, let's analyze the following example.

Direct speech: "Gloria only buys good quality watches.

Indirect speech: Gloria said that she only **bought** good quality watches.

Dear students keep in mind the following information about tense changes in Reporting Speech.

Present ———> Past

Past ———> Past perfect

Present perfect ———> Past Perfect



Finally, to reinforce what you have just learned, I encourage you to watch the video by Englishing [ESL – Indirect/Reported speech](#)

I am pretty sure you can now use reported speech when you speak. Excellent!

Let's move on to the next topic

## 5.5. Using word blends with you

Dear students, to better understand the topic, we need to comprehend what blend means in speaking. Blending in speaking means connecting speech sounds, so they sound like one word when you pronounce them quickly. There are different types of blends depending on the words.

To start, let's analyze a few examples of blending.

Try to pronounce them fast

Words that start with PL

plastic / plane

plan / plow

Words that start with FL

flag / flat

flab / flan

I am sure that with these examples you understand what blends are in speaking.

Now we are going to concentrate on words that blend with YOU. To learn about the topic, I will ask you to study the Pronunciation section in your book. In there, you will find the explanation about blends with YOU. Do not forget to do the reading and listening activities to practice blends.

I bet you are now able to use blends in pronunciation. Congratulations! It is now time to test your knowledge by working on the next self-assessment.



## Self-assessment 5

Read the statements and tell if the reported speech is correct or incorrect

"Lucas works in an office downtown."	1. He said Lucas works in an office downtown. <b>correct / incorrect</b>
"We talked to Oliver"	2. She said that we talked to Oliver. <b>correct / incorrect</b>
"I am arriving to the house"	3. He said that he was arriving to the house <b>correct / incorrect</b>
"I was fixing the car when she called."	4. He told that he was fixing the car when she called. <b>correct / incorrect</b>
"Henry has never been to Detroit."	5. They told her that Henry had never been to Detroit. <b>correct / incorrect</b>

Read the statements below and select the option with the correct reported speech.

6. "I do not speak German."
- She said them I did not speak German.
  - She said them that did not speak German.
  - She said that she did not speak German.
7. "Emma will travel to London."
- Emma told us she will travel to London.
  - Emma told us she would travel to London.
  - Emma told us she was going to travel to London.
8. "William has not eaten lunch yet."
- He told us that William has not eaten lunch yet.
  - He told us that William had not eaten lunch yet.
  - He told us that William did not eat lunch yet.

9. "I had broken the record"
- a. He said that he had broken the record.
  - b. He said that he broke the record.
  - c. He said that he broken the record.
10. "Benjamin can fix computers"
- a. He said that Benjamin can fix computers.
  - b. He said that Benjamin fixes computers.
  - c. He said that Benjamin could fix computers.

Answer Key



## Unit 6. Charity

Dear students, in this unit, we will be addressing the topic of Charity. As we know, many people in the world are struggling to survive. Poverty can be measured in many different ways; however, there will always be people who have everything they need to survive and those that do not. The idea of Charity and giving to the poor is complicated, and often people do not agree on how to handle the situation.

Let's start

### Focus on Listening.

#### 6.1. Inferring degrees of certainty

As in every language, people tend to show how sure they are about something when speaking, and to do this, we show degrees of certainty. To express certainty, we may use modal verbs and adverbs when speaking, for example.

*Very sure*

I will definitely finish my project next week.

Noah definitely knows the answer to the math problem we can solve.

*Sure*

Carmen will really enjoy your gift.

*Almost sure*

Mike will probably bring some tools to fix the robot.

*Not sure*

He might travel to Spain soon.

As we have just learned, we can express certainty by using modal verbs or adverbs, but there is also another way to express certainty when speaking, and we will learn about different sounds to express certainty in the textbook. Therefore, I strongly suggest you study the Make Inferences Sections and then work on the activities proposed to master this topic

Let's continue to the next topic

## 6.2. Identifying the purpose of direct quotations

Dear students, quotations are prevalent when writing, specifically when we want to express the same ideas of the person who elicited them. Also, they are used to explain concepts that may lose their meaning if said differently. In addition, quoting information from another person shows that you are familiar with the topic and that you have done your research to present the information that will reinforce your thoughts.

To apply quotations when speaking, I invite you to read the following information from the Minnesota State University that provides elements you need to consider when quoting information.

### CMST 100: Fundamentals of Communication

Dear student, as you read on the website above, do not forget to mention the author, the source of information, and the date when quoting information.



Occasionally, a speaker will quote another person or a well-known phrase or comment. It is important to recognize that the information is not given by the speaker but is from another source. For example, the speaker may say: Abraham Lincoln once said... Or, The Bible says ... These are essential indicators that the information coming is a quotation. In writing, we use quotation marks (" ") to indicate the exact words of the writer. When speaking is not so easy because some people use "air quotes" with their fingers to indicate they are quoting someone. However, it is most often given before or after the actual quote. Therefore, pay attention to indications of quoting another person. It may not be easy at first, but you will learn quickly.

Now that we have learned about direct quotations read the Listening Skill section in the book. In there, you will find more reasons to use direct quotations. Also, do the activities in the book to master this topic.

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



### Recommended learning activity

*To practice degrees of certainty, I encourage you to think about events that you will do for sure or not next week and use modal verbs or adverbs to say them.*

- *Certain*
- *Uncertain*

*Possible answers:*

*Certain: I will definitely be studying for my oral exam on week 16.*

*Uncertain: I may write some content summaries to study.*

Congratulations on the recommended activity you just finished. Let's continue learning by studying the next topic.



## Week 12

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### Focus on Speaking

#### 6.3. Grammar: Relative pronouns: adjective clauses

Dear students, in this part of the unit, we will learn about adjective clauses. Including these grammar structures in your sentences will allow you to speak at a more advanced level.

It is important that we review relative pronouns before we get immersed in the use of these clauses. We use these pronouns to talk about a noun that has been mentioned previously and that we want to add more information. The relative pronouns are the following

- that
- which
- who
- whom
- whose



It is important to note that *that* can be used for people, animals, and things, whereas *who* is explicitly used for people. The same goes for *which* that is used with things.

Now that we learned the relative pronouns, we can center our attention to adjective clauses.

Basically, adjective clauses will provide information about the nouns. These clauses will start with a relative pronoun. Let's analyze the following examples

They are the runners ***who won gold medals last year.***

Cristine, ***who was born in Canada,*** rode her bicycle across Ecuador.

I know someone ***whose last name is Petel.***



Another essential aspect of adjective clauses is the use of commas. When the adjective clause is *Identifying*, we will not use the comma, but we will use commas when the adjective clause is *non-identifying*.

Furthermore, *identifying* adjective clauses will give relevant information about the noun. On the other hand, *non-identifying* adjective clauses will give extra information about the noun, which can be omitted without affecting the sentence when they are between commas. Let's check the following examples.

*Identifying adjective clause*

Martha is the student **who got the best results in the physics exam**

As you can see in the example the adjective clause is providing essential information about Martha.



Non-identifying adjective clause.

Mishel, **whose brother is the 100m champ**, finished 3rd in the marathon.

In this sentence, the information between commas is extra or non-essential, and we can erase it without affecting it.

To understand this grammar even better, I invite you to watch the following video.

[Lesson on RELATIVE CLAUSES \(who, which, that, where\)](#)

Dear student, was the information in the website helpful? I bet it was!

Finally, do not forget to study the information provided in the book in the Grammar for speaking section.

Now, let's study *intonation* in the next topic.

## 6.4. Using listing intonation

Dear students, intonation is the pitch change in the speaker's voice. These changes in pitch are used in English to express meaning when we speak. For example, to express surprise, anger, happiness, etc.

To understand better the meaning of intonation, you are invited to watch the following video provided by TEFL & TESOL Courses. [Pronunciation and phonology in the EFL Classroom - Intonation](#)

Also, you may check the following OER license video from one of the teachers here at the UTPL that provides more information on when to use the correct intonation when speaking. [UTPL Intonation](#)

After reading the explanation above, you can now study listing intonation in your textbook. Please, read the Pronunciation section of the unit and practice with the activity provided there.

Now, test your knowledge by doing the next self-assessment.



## Self-assessment 6

Read and analyze the statements below and decide if the relative pronoun used in the sentence is correct or incorrect.

1. The man **which** gave you a ride yesterday is my brother.

Correct

Incorrect

2. The woman, **whose** was here the other day, is here again.

Correct

Incorrect

3. The guitars **which** are on display are expensive

Correct

Incorrect

4. Sophia loves watches **who** are made of silver.

Correct

Incorrect

5. The woman **whose** daughter you met teaches at UTPL.

Correct

Incorrect

Analyze the information in parenthesis and choose the options with the correct adjective clause.

6. I ran the marathon (the marathon was in Boston)
- a. I ran the marathon who was in Boston.
  - b. I ran the marathon that was in Boston.
  - c. I ran the marathon in Boston.

7. I chatted with Susan (Susan lives in Sydney)
- a. I chatted with Susan who lives in Sydney.
  - b. I chatted with Susan which lives in Sydney.
  - c. I chatted with Susan whose lives in Sydney.
8. I broke up with my girlfriend (I went to university with my girlfriend)
- a. I broke up with my girlfriend, which I went to university with.
  - b. I broke up with my girlfriend who I went to university with.
  - c. I broke up with my girlfriend where I went to university with.
9. My friend bought a dog (the dog is a Malinois)
- a. He said that he had broken the record.
  - b. My friend bought a dog which is a Malinois.
  - c. He said that he broken the record.
10. Mark is driving a fast car (The car is a Mustang)
- a. Mark is driving a fast car who is a Mustang.
  - b. Mark is driving a fast car is a Mustang.
  - c. Mark is driving a fast car, which is a Mustang.

Answer Key



### Unit 7. Taking care of our resources

Dear students, in Unit 7 we will talk about water; as you know, many people worldwide do not have access to clean drinking water. Even in industrialized countries, poor water is common. In addition, water scarcity will affect cities or towns depending on where they are located. Therefore, all the content to be learned will be linked to the topic of water.

#### Focus on Listening.

#### 7.1. Inferring the purpose of questions

Often people ask questions for a particular reason. Is this question a yes/no question? Is it requesting details or explanations? Does the question ask for conceptual ideas or descriptive stories?

Understanding the purpose of the question will allow the listener to provide a more precise answer.

If the speaker asks a yes/no question, the listener should not provide a long answer. On the other hand, a request for details should not have a yes/no answer. In addition, the listener may need to ask a clarifying question before answering the original question. Let's analyze the following examples.

#### Example 1

*Dave, are you doing anything this weekend?*

This question could have two different purposes. The first is just a general question about activities on the weekend. The other may be a request for help or to go somewhere with them.

*Dave, are you doing anything this weekend?* No, not really. Then could you help me move into my new apartment?

## Example 2

*Honey, do you love me?*

This question could be a simple romantic inquiry, or it could lead to a request for a favor.

*Honey, do you love me? Of course, sweetheart.*

*Then, could you go to the store for me?*

Now that you have analyzed the information, and with the examples in mind, I encourage you to further study the purpose of questions in the Make Inferences section in your textbook.

## **7.2. Listening for multiple details**

In this section, we will discuss multiple details. When we write or speak, we always try to convey an idea, a thought, or an opinion. When transferring the information, we will use specific ideas with details.

For example, to develop a speaking topic, you may think about ideas that can be incorporated into your speaking.

Let's choose a topic and then brainstorm some ideas.

Topic: Water shortages

The first thing to do is ask yourself some basic questions that start with how, when, what, who.

*How are water shortages affecting people?*

*When do water shortages begin?*

*What are the causes of water shortages?*

*Who exactly is affected by water shortages?*

As you can observe above, answering the questions will provide ideas that can be used in your speaking. Once you have the ideas, you may start looking for details to reinforce them.

*How are water shortages affecting people?*

- People cannot water their crops.
- Income reduces
- Productive areas in Ecuador are decreasing.

*What are the causes of water shortages?*

- We are not taking care of aquifers in the high lands.
- In some provinces of Ecuador cutting trees does not have regulations.
- Water treatment plants do not work due to a lack of maintenance.



As you can see, we can develop a speaking topic by including ideas and details by asking ourselves question related to the topic.

In addition, when we listen, we can recognize details by the pauses the speaker makes. How interesting! To further our knowledge on the topic, you may now study the information in the Listening Skill section in your book. Do not forget to do the specific exercises provided in this section.

Now, let's move on to the recommended activity to reinforce what you have learned.



### **Recommended learning activity**

*To improve your speaking, I recommend you develop ideas for an specific topic. Start by creating questions and the answering them. How about I give you a topic and you develop it?*

*Topic: Online learning*

*Possible question and answer:*

*What are the requirements to study online?*

- *To know how to use technology*
- *Access to the internet*
- *Own a computer or cellphone*

How did you do in the recommended activity? I am sure you did great! Let's move on now to the next topic.



## Week 14

### Focus on Speaking.

### 7.3. Grammar: Make, have, let, help and let + object + base form/ infinitive

Dear students, in this week's content, we will learn the use of causal verbs. We will use the verbs: make, have, let and help for this grammar point. The structure for using causative verbs is:

**Make, have, let: Causal verb + object + base form (verb)**

**Get: Causal verb + object + to (verb)**

**Help: Causal verb + object + to (verb) or base form (verb)**

To start, let us understand that each of the verbs is used depending on the request of action. This grammar point can be easily understood by analyzing the information below.

#### **Make, have, and get**

These verbs are used to cause someone to do something. When we use make, it means that there is not much choice but to do the action, you are forced to do it. Then we have have, which allows some choice in doing the action. Finally, we have get, which allows choice in doing the action.

Let's analyze the examples.

#### **Make**

Our teacher **made** us repeat the literature review because it lacked of reliable sources.

I **made** my kids clean the kitchen after they had spilled the flour on purpose

## ***Have***

Mary's boss **had** her organizing the Christmas party.

I will **have** my son to do the laundry this weekend.

## ***Get***

Stephany **got** her boyfriend to wash her car.

I **got** the dogs to learn a new trick.

## **Let**

We use let to allow someone to do something. Please examine the examples below.

The teacher **let** us leave earlier today.

I won't **let** my dogs go outside without a leash.

## **Help**

We will use help to make aid someone or something in doing something.

Examples:

My mother **helped** us understanding how to solve equations.

Pablo **will help** the engineers with the material needed for the construction.



Dear students, after reading and analyzing the examples presented above, I suggest you watch the following video by Espresso English to reinforce what has been learned. [Causative Verbs in English](#)

In addition to what has been presented, you can learn about using causal verbs in your book's Grammar for Speaking section.

Let's move on to the next topic.



## 7.4. Referring to a visual aid

To learn about visual aid, we need to understand what it means in the first place. *Visual aids* can be defined as material that can be shown, which has the purpose of helping you convey your ideas. This type of material is usually used for making presentations or communicating information about a specific topic. This material may include graphs, pictures, videos, charts, etc.

Now that you know the meaning of virtual aid, I invite you to read the textbook, where you will find some guidelines for using this important material. The information is in the Speaking Skill section of your book.

Dear students, it is time to test your knowledge by working on the next self-assessment.



## Self-assessment 7

Match the verbs with the sentence they belong. Do not forget to analyze the context to make sense.

- |               |  |
|---------------|--|
| 1. change     | a. The principal asked the coach to let us ____ after school.          |
| 2. clean      | b. My mother always ____ me sweep the floor. I can't stand it anymore. |
| 3. to install | c. David always makes his little brother ____ his room.                |
| 4. makes      | d. We finally got the computer department ____ the antivirus.          |
| 5. train      | e. Can you help Mike ____ the flat tire?                               |

Read the statements below and select the option that correctly completes the sentence.

6. We got the police department \_\_\_\_\_ in our charity program.
- to participate
  - participate
  - participated
7. My father sometimes let me \_\_\_\_\_ his car to go to school.
- borrow
  - borrowing
  - to borrow
8. My sister doesn't let her kids \_\_\_\_\_ outside without supervision.
- playing
  - to play
  - play
9. We should get Steven \_\_\_\_\_ us some groceries when he goes to the Supermaxi.
- to buy
  - buy
  - bought

10. Lisa had her hair \_\_\_\_\_ at the plaza yesterday.

- a. color
- b. colored
- c. to color

Answer Key



## Unit 8. It's a video game world

Dear students, in this unit, we will discuss the pros and cons of video games. As you know, technology is constantly changing. Cell phones, tablets, social media, and the internet have changed everything. However, not all changes are good. Kids struggle with their cell phones and social media as one example.

Moreover, video games are another technology that comes with warnings. Many people believe that the violence in some video games is harming children. However, others do not think that the danger is important. So what technology is coming next? How will it affect our children? To answer these questions, let's study the following topics.

### Focus on Listening.

#### 8.1. Inferring contrasting information

Dear students, in writing as well as speaking, we will contrast information. A basic definition of contrast would be noting or showing differences in information. Some conjunctions used for contrasting are but and although.

Examples:

*The ceviche I ate was delicious **BUT** expensive.*

*I want to run faster, **BUT** I am not particularly eager to do fartlek.*

*Mercy swam the 2k open water in record time **ALTHOUGH** she had just recovered from COVID.*

***ALTHOUGH** I studied hard for the exam, I got an average score.*

In addition to the conjunctions above, you may also use the following linking words to show contrast.

- However

- Even though
- Despite
- In spite of
- While
- Whereas
- Unlike

Dear students, as you can see, showing contrast is very straightforward; you need to use specific words to note differences. When speaking, you can use contrast words but change the pitch. To learn about this, I invite you to read the Make Inferences section in the textbook. Do not forget to do the activities proposed for practicing this topic.

## 8.2. Identifying counter arguments

Dear students, to understand this better, let us start with the meaning of the word *argument*, which can be explained as the reasoning that is used to prove your point of view. In addition, arguments may be used to convince the listener. The *counterarguments* will also be an argument but used to answer a previous argument. The counterargument will be the opposite reasoning of the first argument.

Some of the words you can use to counterargument are the following:

- However
- But
- Instead
- Critics
- Otherwise

To learn more about identifying counterarguments, you may now go ahead and study the information provided in the Listening Skill section of the textbook. To practice, do the activities proposed there.

### Focus on Speaking

### 8.3. Grammar: Tag questions

In this unit, we will learn about the use of Tag Questions. To start, we use tag questions to check the information we believe is true. When we use tag questions, we expect the other person to confirm or disconfirm the statement.

Tag questions have the following structure.

**statement, tag?**

Examples:

*Traveling to Europe is expensive, isn't it?*

*You know about the new project, don't you?*

**Take into account the following information when using tag questions.**

Positive statement ----> negative tag

*Our soccer team is good, isn't it?*

Negative statement ----> positive tag

*Martha is not our relative, is she?*

**When the statement uses auxiliaries, we use the opposite auxiliary in the tag.**

*We will win, won't we?*

*He can't paint portraits, can he?*

*He has done it before, hasn't he?*

**When there is not the verb to be in the statement, we will use the auxiliary do or does.**

*He speaks German, doesn't he?*

*Mike and Tory visit their grandmother every weekend, don't they?*

*Mateo broke the 100m butterfly record, didn't he?*



To further study the use of Tag Questions, I encourage to watch the following video created by Institución Universitaria Pascual Bravo. [Grammar Lesson: TAG QUESTIONS](#)

Now that you have learned the use of tag questions, you may test your knowledge by doing the next self-assessment.



## Self-assessment 8

Read the tags in the box and place them in the question they belong.

did they

won't he

can't you

isn't it

isn't she

1. You can help Mike, \_\_\_\_\_?
2. Sophia is the shortest in the classroom, \_\_\_\_\_?
3. Your car is a corvette, \_\_\_\_\_?
4. George and Melissa painted the mural, \_\_\_\_\_?
5. Fabian will play soccer in our team, \_\_\_\_\_?

Read the statements below and select the correct tag to complete the question.

6. We can fix the car for you, \_\_\_\_\_?
  - a. can you
  - b. can we
  - c. can't we
7. There is no food left in the fridge \_\_\_\_\_?
  - a. is there
  - b. was there
  - c. isn't there
8. Andrew has slept all morning, \_\_\_\_\_?
  - a. hasn't he
  - b. has he
  - c. has Andrew



9. Jeffrey has arrived, \_\_\_\_\_?
- a. has Jeffrey
  - b. hasn't he
  - c. has he
10. You don't like listening to music aloud, \_\_\_\_\_?
- a. does he
  - b. don't you
  - c. do you

Answer Key



## Week 16

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### Final midterm activities

Dear students, congratulations! You have successfully completed this course. I am sure you have learned a lot and improved your listening and speaking skills. This final week, you need to review the contents studied in the second bimester and prepare for your final exam.

Do not forget that hard work always pays off.



## 4. Answer key

Self-assessment 1		
Question	Answer	Feedback
1	b	Option b is correct since the it uses the correct verb and the correct structure of the passive voice
2	d	Option d is correct. Only the verb in the past perfect fits the structure of the passive voice in that context
3	h	Option h is correct. Only the verb in the past perfect fits the structure of the passive voice in that context in the present tense.
4	j	Option j is correct. Only the verb in the past perfect fits the structure of the passive voice in that specific context.
5	a	Option a is correct because it has the correct structure and verb agreement with the rest of the context
6	c	Option c is correct because it has the correct structure and verb agreement with the rest of the context
7	c	Option c is correct because it has the correct structure and verb agreement with the rest of the context
8	a	Option a is correct because the only verb that can correctly fit in the present tense is achieve.
9	Active	It is active voice because it follows this structure <i>doer/subject/ action/receiver/object</i>
10	Passive	It is passive voice because it follows this structure <i>receiver-subject/ action plus doer</i>

Self  
Assessment

## Self-assessment 2

Question	Answer	Feedback
1	e	A verb in infinitive or gerund can go after the verb forget. Option 1 is the only one that fits the sentence to have meaning
2	a	A verb in infinitive goes after the verb shock. Option 2 is the only one that fits the sentence to have meaning
3	c	A gerund goes after the phrasal verb used to. Option 3 is the only one that fits the sentence to have meaning
4	b	A gerund goes after the phrasal verb fed up with. Option 4 is the only one that fits the sentence to have meaning
5	d	A verb in infinitive goes after the verb hesitate. Option 5 is the only one that fits the sentence to have meaning
6	c	Option c is correct since verbs after verb phrases should be gerunds
7	a	Option a is correct verbs after nouns should be infinitives
8	b	Option b is correct because verbs in the subject position should follow the gerund structure.
9	b	Option b is correct because verbs after avoid have to be infinitive
10	a	Option a is correct because verbs in the subject position should follow the gerund structure.

Self  
Assessment

### Self-assessment 3

Question	Answer	Feedback
1	If James had a lot of money, he would buy a new car.	The sentence follows the correct structure of the present unreal conditional <b>Simple past , would + verb (base form)</b>
2	If I go to Quito, I usually take the bus.	The sentence follows the correct structure of the present real conditional <b>present , present</b>
3	If Mary knew the password, she would give it to you.	The sentence follows the correct structure of the present unreal conditional <b>Simple past , would + verb (base form)</b>
4	You will pass the next exam if you study hard.	The sentence follows the correct structure of the future real conditional <b>Present , future</b>
5	If the weather is nice, I go out to run.	The sentence follows the correct structure of the present real conditional <b>present , present</b>
6	a	Option a is correct since it is the only verb that fits in the structure of the past unreal conditional.
7	a	Option a is correct since it is the only verb that fits in the structure of the present real conditional.
8	b	Option b is correct since it is the only verb that fits in the structure of the future real conditional.
9	c	Option c is correct since it is the only verb that fits in the structure of the present real conditional.
10	b	Option b is correct since it is the only verb that fits in the structure of the past unreal conditional.

Self  
Assessment

#### Self-assessment 4

Question	Answer	Feedback
1	bought	It is the only word that fits the sentence to have meaning. It is in the past simple since the activity already finished two years ago.
2	drank	It is the only word that fits the sentence to have meaning. It is in the past simple since the activity already finished last night
3	have been playing	It is the only structure that fits the sentence to have meaning. It is in the present perfect progressive; the tense is determined by for. The action may continue.
4	has been working	It is the only structure that fits the sentence to have meaning. It is in the present perfect progressive; the tense is determined by for. The action may continue.
5	have been researching	It is the only structure that fits the sentence to have meaning. It is in the present perfect progressive; the tense is determined by the adverb of time lately. The action may continue.
6	c	Option c is correct since the structure of the past perfect progressive requires the verb in the continuous form.
7	a	Option a is correct since the structure of the past perfect is had+verb (past perfect)
8	c	Option c is correct since the structure of the past perfect progressive requires had + been and the verb in the continuous form.
9	a	Option a is correct since the structure of the past perfect progressive requires had + been and the verb in the continuous form.
10	b	Option b is correct since the structure of the past perfect progressive requires had + been and the verb in the continuous form.

Self  
Assessment

## Self-assessment 5

Question	Answer	Feedback
1	correct	Good job!
2	incorrect	<i>She said that they had talked to Oliver</i> would be the correct way to write because the verb changes to past perfect when reported.
3	correct	Good job!
4	incorrect	<i>He told me that he had been fixing the car when she had called</i> would be the correct way to write because the verb changes to past perfect progressive when reported.
5	correct	Good job!
6	c	Option c is correct is the only sentence that has been reported with the correct verb tense and structure. In this case the past tense.
7	b	Option b is correct is the only sentence that has been reported with the correct verb tense and structure. In this case the will changes to would.
8	b	Option b is correct is the only sentence that has been reported with the correct verb tense and structure. In this case the past perfect tense.
9	a	Option a is correct is the only sentence that has been reported with the correct verb tense and structure. In this case the past perfect tense.
10	c	Option c is correct is the only sentence that has been reported with the correct verb tense and structure. In this case can changes to could.

Self  
Assessment

### Self-assessment 6

Question	Answer	Feedback
1	incorrect	To provide information about people we need the relative pronoun who
2	incorrect	Whose is a pronoun used to refer to belongings.
3	correct	Good job!
4	incorrect	To provide information about things we need the relative pronoun which or that
5	correct	Good job!
6	b	Option b is the correct clause because it uses the correct pronoun for things.
7	a	Option a is the correct clause because it uses the correct pronoun for people.
8	b	Option b is the correct clause because it uses the correct pronoun for people.
9	b	Option b is the correct clause because it uses the correct pronoun for animals or things.
10	c	Option c is the correct clause because it uses the correct pronoun for people.

Self  
Assessment



### Self-assessment 7

Question	Answer	Feedback
1	e	<i>Change</i> is the correct answer because the verb is in the base form when we use <i>make</i> making the sentence meaningful
2	c	<i>Clean</i> is the correct answer because the verb is in the base form when we use <i>make</i> making the sentence meaningful
3	d	<i>To install</i> is the correct answer because the verb is in infinitive when we use <i>get</i> making the sentence meaningful
4	b	<i>Makes</i> is the correct answer because the verb is in the base form making the sentence meaningful
5	a	<i>Train</i> is the correct answer because the verb is in the base when we use <i>let</i> making the sentence meaningful
6	a	Option a is correct because with <i>get</i> the verb is the infinitive form with <i>to</i> .
7	a	Option a is correct because with <i>let</i> the verb is in base form.
8	c	Option c is correct because with <i>let</i> the verb is in base form.
9	a	Option a is correct because with <i>get</i> the verb is the infinitive form with <i>to</i> .
10	b	Option b is correct because with <i>have</i> the verb is in base form.

Self  
Assessment

### Self-assessment 8

Question	Answer	Feedback
1	can't you	This is the correct option because when we have a positive statement, the tag is negative. The pronoun agrees with the subject.
2	isn't she	This is the correct option because when we have a positive statement, the tag is negative. The pronoun agrees with the subject.
3	isn't it	This is the correct option because when we have a positive statement, the tag is negative. The pronoun agrees with the subject.
4	did they	This is the correct option because when we have a positive statement, the tag is negative, besides it is using the correct auxiliary in the past tense. The pronoun agrees with the subject.
5	won't he	This is the correct option because when we have a positive statement, the tag is negative, besides the auxiliary expresses future. The pronoun agrees with the subject.
6	c	Option c is correct because the verb in the tag is the opposite of the verb in the statement and it is using the correct pronoun
7	c	Option c is correct because the verb in the tag is the opposite of the verb in the statement
8	a	Option a is correct because the verb in the tag is the opposite of the verb in the statement and it is using the correct pronoun
9	b	Option b is correct because the verb in the tag is the opposite of the verb in the statement and it is using the correct pronoun
10	c	Option c is correct because the tag uses the correct auxiliary as well as the correct pronoun

Self  
Assessment



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## 5. Bibliographic references

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