



# UTPL

*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

# English Language: Reading and Writing I

**Guía didáctica**



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

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## English Language: Reading and Writing I

### *Guía didáctica*

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

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English Language: Reading and Writing I

Guía didáctica

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## 1. Information data

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### 1.1. Course Presentation



### 1.2. UTPL Generic competencies

- Oral and written communication.
- Critical and reflective thinking.

### 1.3. Program-specific competencies

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



## 1.4. Issues addressed in the course

- Limited training in teaching-learning processes of English as a foreign language that integrates the student into a family and community context.



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## 2. Learning methodology

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To develop knowledge and achieve the learning outcomes proposed for this course, self-student learning, learning using TICs, and learning by interaction methodologies will be used. Through a variety of strategies and activities, including academic forums, readings, grammar and vocabulary, self-evaluations, chats, among others, which encourage interaction and participation, the necessary competencies to manage Reading and Writing skills at a basic level are going to be achieved.

Self-commitment, self-discipline, and responsibility are features needed to aim the final goal of getting through the course.

Nowadays, students have access to many resources, which make possible learning can happen anytime and anywhere, and they can go beyond that simply learn what class textbooks and instructors teach.



### 3. Didactic guidelines by learning outcomes



#### First bimester

##### Learning Outcome 1

- Uses simple, straightforward information and begins to express oneself in familiar contexts.

Throughout the course, to reach the learning outcomes proposed different resources will be used. Some of them are The North Start 1 textbook, the virtual platform, the academic guide, and complementary information provided in each study unit. Besides using the Virtual platform, you will participate in forums, chats, and interactive activities, that facilitate understanding the topics and sharing ideas with your tutor and colleagues.

To accomplish this learning outcome will be necessary to acquire the knowledge to identify simple grammatical structures and ideas in context to express yourself using reading and writing strategies provided in your textbook and extra resources.

#### Contents, resources, and suggested activities



##### Week 1

#### Unit 1. Green Spaces / Introduce yourself

Dear students, to accomplish the learning outcome of this subject, it is important to review the most relevant aspects proposed in this first unit, which will promote the development of your reading and writing skills.

## Focus on Reading



Dear students, in the first part of this unit, you will learn to infer general information, take notes with highlighting and underlining information and identify reading's topics. To acquire this knowledge, you will read two passages in your textbook

### 1.1. Inferring general information

Dear students, before reviewing the contents of the unit, let's get familiar with the vocabulary. I would like to call your attention to review the next resource that provides definitions of keywords focused on green spaces.

#### UNIT 1 VOCABULARY

To fully understand the new words you, might need to use a dictionary. You will be able to practice this vocabulary through the activities provided in the textbook.

Now, go ahead and review the contents of your textbook, first, I suggest you to watch and analyze the information about **making inferences**. Once you have watched the video, you can notice that **inferring** is deduced or concluded (information) from evidence and reasoning rather than from explicit statements. This reading strategy will simplify reading comprehension and improve your reading skills.

The explanations and examples presented in your textbook will help you to understand better how an **inference** is made.

I invite you to review the information about green space. It has a useful exercise that expands your vocabulary regarding this matter.

#### Global Warming and Climate Change

Now, read the passage "**Welcome to the High Line**". While reading, underline words you are not familiar with, check their meaning in a dictionary. After reading, complete the chart provided in the textbook by writing the main ideas and details (to find the main idea ask yourself "What is the most important issue in the paragraph?"). The purpose of doing these reading tasks is to improve reading comprehension by the means of learning new words and finding main ideas. I am sure you have done the tasks correctly.

You have finished the Reading One section. Dear students, it is time to learn another reading strategy.

## 1.2. Taking notes with underlining and highlighting

Before reading the next passage provided in the textbook, write down some ideas you think it will contain. Then, read and **underline/highlight** words you do not understand, and **take notes** on what you think the main ideas are. You need to read the information and the examples provided in the textbook because they explained how this strategy is used (teaches students to highlight/underline ONLY the keywords, phrases, vocabulary, and help organize what has been read by selecting what is important). Now, identify the main ideas on readings one and two and establish a connection between them by organizing and writing, each reading main ideas in the chart provided. You will acquire the necessary knowledge to apply the note-taking underlining/highlighting reading strategy to improve your reading skills by doing the proposed tasks in this part.

## 1.3. Identifying the topic of a reading

Before going further on this section, I invite you to analyze the information presented in this resource, there are some tips you can use to identify [reading topics](#). After watching and analyzing this information, you will realize that a topic of a reading is the general subject of a paragraph or essay. To identify it, ask yourself Who or what is the article about? Please do the exercises and read the information provided in the textbook since they will enhance your knowledge regarding this matter. This is another reading strategy that will help you improve your reading skills.



## Week 2

### Focus on Writing



You will learn about the use of the verbs **be** and **have** in the simple present; also, you will connect ideas using **and** or **but** and you will write sentences to describe a place. In each case, you are going to have grammar explanations and exercises; finally, there will be exercises on how to write affirmative and negative sentences.

### 1.4. Using the Simple Present of **be** and **have**

Dear students, let's study some information about using the **to be** and **have** verbs in the simple present. It contains explanations about grammatical structure and word order on affirmative, negative, and interrogative statements of these verbs. After you have checked it, you will notice that both of them are irregular verbs (a verb that does not follow a pattern or a change in the form of a word) and that they are mainly, used to refer to habits (things people often do in a regular and repeated way). Once you have finished with this review. It is advisable to do the exercises provided in the textbook, which include: filling in gaps, recognizing nouns (words used to identify any class of people, places, or things), and verbs (words used to describe an action, state, or occurrence). These parts of the speech have a relevant function when writing sentences, and there is too an exercise where you are going to identify the **to be** and **have** verbs in context.

To reinforce the previously addressed topic, Dear students, I invite you to look at the following tables

**Table 1.**

*Simple present To Be patterns.*

To Be statements	Word order
Affirmative form	subject + <b>verb</b> + the rest of the sentence You <b>are</b> an engineer
Negative form	subject + <b>verb</b> + <b>negation</b> + the rest of the sentence. She <b>is not</b> my sister
Interrogative form	<b>verb</b> + subject + the rest of the sentence + the question mark <b>Are</b> we friends?

*Note:* This chart contains the word order of affirmative, negative, and interrogative sentences with the TO BE verb in the simple present.

**Table 2.**

*Simple present Have patterns.*

Verb Have	Word Order
Affirmative patter	subject + verb + the rest of the sentence. <b>Paul has</b> a History test <b>My sisters have</b> blue eyes
Negative pattern	subject + auxiliary (do/does) + negative word NOT + base form of the verb + the rest of the sentence. <b>Paul does not have</b> a History test <b>My sisters do not have</b> blue eyes
Question's pattern	auxiliary (do/does) + subject + base form of the verb + the rest of the sentence + question mark <b>Does Paul have</b> a History test? <b>Do My sisters have</b> blue eyes?

*Note:* This chart contains the word order of affirmative, negative, and interrogative sentences with the verb have in the simple present.

## 1.5. Writing Sentences

It is time to do some writing. You are going to write sentences (group of words which, when written down, begin with a capital letter and end with a full stop, question mark, or exclamation mark. Most **sentences** contain a subject and a verb.) The Sentences, in this part, will be based on readings one and two previously reviewed. First, you need to read and analyze the information on how to construct sentences provided in sections *Prepare*

*to write* and *write* on your textbook. After the review, do the exercises. By practicing this writing strategy, you will improve your writing skills.

## 1.6. Connecting ideas with **and** or **but**

Before continuing with the textbook exercises, I invite you to check this data on **and/but**, here, you will find information on the uses and structures of these connectors (words that link two similar elements in a sentence) After the review, you realize the importance of using them correctly to have coherence and sequence in a context.

Additionally, it is advisable, to read the explanation provided in your textbook on how these two words **and/but** are used to link sentences. Now, go ahead, do the exercises. By learning the correct use of the connectors, you can improve your writing skills.



Dear students, remember, you can always rely on your tutor if you need help to clarify doubts or verify answers.

After you have studied Unit 1, it is time to practice. Do the Self-evaluation 1.





## Self-evaluation 1

### Exercise 1

Complete the conversations using the corresponding subject pronoun and TO BE verb in each statement.

1.     **A:** How are you?  
          **B:** \_\_\_\_\_ very well, thank you.
2.     **A:** How is your sister?  
          **B:** \_\_\_\_\_ sick. She is in the hospital.
3.     **A:** How are you and your brother?  
          **B:** \_\_\_\_\_ fine. Thanks for asking.
4.     **A:** How are your wife and son?  
          **B:** \_\_\_\_\_ pretty well.

### Exercise 2

Fill in the gaps the **affirmative** or **negative** form of the To Be verb.

1.     The Earth \_\_\_\_\_ flat.
2.     The sun \_\_\_\_\_ very hot.
3.     Lions \_\_\_\_\_ wild animals.
4.     Tires \_\_\_\_\_ square.

### Exercise 3

Order the words to make **Yes/No** and **Wh-questions**.

1. at school / Are / you / ? / your classmates / and /

---

2. the "Santander" bank / ? / Is / on Main Street?

---

3. Canadian / Am / ? / doctor / I / a /

---

4. mother's name / What / ? / is / your /

---

5. Diana's birthday / ? / is / When /

---

6. Galapagos Islands / ? / part of / Are / Ecuador / the /

---

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please do not hesitate to contact your tutor if additional help is required.

## Learning Outcome 2

- Describes in simple terms aspects of student's academic life, environment, and matters related to student's immediate needs in the present and past.

To accomplish this learning outcome, you will have to study the vocabulary and grammar structures of the units that include: the simple present and simple past tenses, through reading and writing activities from the textbook. Moreover, you will have the assistance of extra material that will lead you to express yourself in terms of academic life and immediate needs in present and past.

### Contents, resources, and suggested activities



#### Week 3

## Unit 2. Art for Everyone / Education

### Focus on Reading



Dear students, in the first part of this unit, you will learn to infer opinions, take notes with numbers, and identify important numbers. To acquire this knowledge, you will read two passages, which are provided in your textbook, besides some information about education, and you are going to do exercises to develop your knowledge.

### 2.1. Inferring Opinions

To have a better understanding of the topic presented in the unit, let's begin by reviewing the vocabulary. I call your attention to analyze the resource which provides definitions of keywords focused on Art. If you need, use a dictionary to fully understand the new words. You will be able to practice this vocabulary through the activities provided in the textbook.

## UNIT 2 VOCABULARY

Dear students, in the first part of this unit, we will learn to infer opinions (an inference is an educated guess about something.) Before reviewing and doing the textbook exercises. I invite you to watch a video that shows what **inferences** are. Once you have analyzed the information, you can notice that inferring is deduced or concluded (information) from evidence and reasoning rather than from explicit statements. Now let's practice making inferences by doing the exercises provided in the textbook, which include reviewing vocabulary, filling in gaps to complete sentences, building a timeline (chronological arrangement of events in the order of their occurrence.), finding and writing down main ideas, and there is a final exercise, in this section, where inferences, based on previous information, are going to be done. After doing these exercises, you will have a better understanding of this useful reading strategy which, by far, will improve your reading skills.

### 2.2. Taking notes with numbers

In this part, you will review and learn about taking notes (notes act as a memory crutch: to help you recall, after the fact, the main arguments and specific details of a lecture, a book, a journal article, or any other text) To develop your knowledge on how the use of numbers will help when taking notes, you need to review and do the exercises provided in sections *Comprehension* and *Reading Skill* in your textbook, you will learn to write numbers in short and long forms. The short form will help you to write faster. Applying this note-taking strategy will improve your reading and writing skills.

### 2.3. Identifying important numbers

Let's continue, now we will learn more about numbers. Read the information about them provided in the textbook. As you see, numbers can be used for different purposes, for example, ordinal numbers show order: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th), cardinal numbers show quantity, or "how many": one (1), two (2), three (3), Dates (Years): 1964, 2015, writing the short form of them could help to write faster, to benefit from the knowledge on using numbers, you need to do

the exercises provided in the textbook. Doing the suggested tasks will increase your knowledge of using numbers as a strategy to improve reading comprehension and writing skills.

How did you go? Were the exercises useful? Good. Now let's practice reading comprehension, to do that, you need to review readings one and two, identify the important information on them, and organized it. The activities provided in the sections *Connect the Readings* and *Synthesize* will help to it.



## Week 4

### Focus on Writing



Dear students welcome to week 4. In the second part of unit 2, you will be able to use the past tense of **be** and **have**; regarding punctuation, you will learn the use of commas and finally, by reviewing a paragraph structure you will be able to write a biography paragraph.

## 2.4. Using the simple past of be and have

To start with the writing part, which is an important skill to manage the language correctly, we will review the *vocabulary* section in the textbook. Please do the exercise provided. If you need to be sure about the meaning of the words, use a dictionary. Besides reviewing vocabulary, in this exercise, the parts of the speech, nouns (words used to identify any class of people, places, or things), verbs (words used to describe an action, state, or occurrence), and adjectives (words grammatically related to a noun to modify or describe.) are going to be identified, classified and used in sentences. Learning their function in context will be useful to accomplish the final writing task. Doing the activities in the section *Expand* in the textbook will provide the necessary practice to acquire this knowledge.

Let's continue with the grammar section of the unit. We are going to review some information about using the **to be** and **have** verbs in the simple past. It contains explanations about grammatical structure and word order on affirmative, negative, and interrogative statements of these verbs. After you

have checked it, you will notice that both are irregular verbs (a verb that does not follow a pattern or a change in the form of a word) and that they are mainly, used to refer to actions in past. Once you have finished with this review. It is advisable to do the exercises in the *writing for grammar* section, provided in the textbook

## 2.5. Writing a biography paragraph

It is time to practice writing. The final task of this unit is to write a biography (detailed description of a person's life) paragraph (a piece of writing that usually deals with one subject, that begins on a new line, and that is made up of one or more sentences). Before going any further, I invite you to check this information on a [paragraph structure](#) it presents the elements that a paragraph should have. As you can see a well-structured paragraph should have a topic sentence (a sentence that expresses the main idea of the paragraph), supporting sentences (sentences that develop the main idea you presented in the topic sentence), and a concluding sentence (indicates that you are bringing closure to a paragraph) these three parts must be clearly stated in the written text. Get ready to accomplish the final writing task a [biography paragraph](#) review this information, it refers to the structure and details that this kind of paragraphs should have. After reviewing you will realize that a biography paragraph can be as long or as short as you want it to be, it depends on how detailed you want to go on the writing. To accomplish the task, you need to review the previous readings about Keith Haringthis' life and do the exercises provided in the textbook.

I hope you were able to do the writing task without inconvenience. Remember, if you need help, contact your tutor.

## 2.6. Using commas

Using punctuation marks (marks, such as period, comma, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.) correctly in writing is decisive since they will determine the meaning of a statement. The last section of this unit is about the use of one of the punctuation marks the [commas](#), please check the information which contains some rules about the use of them. After reviewing, you will know

that a comma is the punctuation mark that could make the difference in sentence meaning. To increase your knowledge of this topic, I suggest you review the information and do the proposed exercises in the textbook.

To enhance your knowledge regarding [punctuation](#), I suggest you review this **REA**. It has short and clear explanations about punctuation marks. Its analysis and learning will help you realize the importance of using punctuation correctly to give coherence and sequence to a context. Dear students doing all the suggested tasks of the unit will improve your writing skills.

After you have studied Unit 2, it is time to practice. Do the Self-evaluation 2.



## Self-evaluation 2

### Exercises 1

Complete the sentences with the correct **past tense** of the **To Be** verb in the **affirmative** or **negative** form according to each situation. You may use contractions.

1. Michael Jackson \_\_\_\_\_ a Canadian singer.
2. The "Twin Towers" \_\_\_\_\_ in New York City.
3. Eloy Alfaro's assassination \_\_\_\_\_ in 1912.
4. Quito and Guayaquil \_\_\_\_\_ big cities 400 years ago.
5. Nostradamus \_\_\_\_\_ an illustrious painter.

### Exercise 2.

Find the **errors** of **To Be past tense** in the following questions and write them correctly in the space provided.

1. Was you a politician ten years ago? \_\_\_\_\_
2. Who were the first president of the United States? \_\_\_\_\_
3. Were Usain Bolt an Olympic gold medalist? \_\_\_\_\_
4. Was they at the party yesterday? \_\_\_\_\_
5. Were Marilyn Monroe a famous movie star in the 60s? \_\_\_\_\_

### Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please do not hesitate to contact your tutor if additional help is required.



### **Learning Outcome 3**

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.

This learning outcome will be achieved: by accomplishing the proposed activities in the textbook and with the support of supplementary resources, covering topics that lead to addressing and exchanging simple information in routines and familiar matters.

## **Contents, resources, and suggested activities**



### **Week 5**

## **Unit 3. What's it worth to you?**

Dear students welcome to week 5. Unit 3 will be reviewed during this week. In the first part, you will develop competencies to be able to infer outcomes, list main ideas and identify suggestions. To achieve this goal, you are going to read two passages about people who collect items and about experts' suggestions to who collect things; in addition, you will be given an explanation on commands and how they are used to make suggestions. In the second part, you will learn how to use the simple present tense, how to write topic sentences, supporting details, and how to write a descriptive paragraph. To accomplish this objective, you are going to learn how affirmative, negative, and interrogative statements are formed in the simple present tense. You will also know how topic sentences are constructed and the way supporting details help readers to understand a text better, and finally, you are going to write your own description about item(s) you collect or about something valuable you possess.



### **Focus on Reading**

### 3.1. Inferring outcomes

To have a better understanding of the topic presented in the unit, let's begin by reviewing the vocabulary. I call your attention to analyze the resource which provides definitions of keywords focused on antiques. If you need, use a dictionary to fully understand the new words. You will be able to practice this vocabulary through the activities provided in the textbook.

#### UNIT 3 VOCABULARY

The aim of this part is to make inferences (educated guess) on outcomes (the way a thing turns out; a consequence), this is a reading strategy used to improve reading comprehension. To get into it, I advise you to review the information regarding this matter and to do the suggested activities provided in the textbook.

### 3.2. Listing main ideas

Before going further in this part of the unit, I suggest you go back to information on the main ideas provided in previous units to update your knowledge on the subject. Now I invite you to review reading two. Review vocabulary, and do the suggested activities provided in the textbook, which help you to increase your knowledge on how to apply this strategy while reading to improve reading comprehension.

Dear students, by doing all the suggested activities besides, gaining expertise in finding, and writing main ideas, you will develop and improve your reading skills and expand your vocabulary.

### 3.3. Identifying suggestions

To continue, first, dear student, you need to know what suggestions are. Review this information on the topic, it will give a definition and examples on suggestions and their application in context. After reviewing you will notice that a suggestion is stating a possible course of action to someone, you could learn too that there is a number of expressions which we can use to make suggestions.

As you can see suggestions can be given in different ways including commands review this information gives definitions and provided examples on command. Through this information, you will realize that commands have different uses including asking for favors, making requests, give orders, advices, warnings, instructions.

I invite you to review the information about this topic provided in your textbook and do the proposed activities to practice and develop your knowledge.



### Focus on Writing

## 3.4. Using simple present

Writing is an important skill to manage the language correctly. To start this part of the unit we will review vocabulary. I invite you to review the resource in the textbook and do the suggested activity that will remind the meaning of words that have been used before in this unit. Besides reviewing vocabulary, in this exercise, the parts of the speech, nouns (words used to identify any class of people, places, or things), verbs (words used to describe an action, state, or occurrence), and adjectives (words grammatically related to a noun to modify or describe.) are going to be identified, classified and used in sentences. Learning their function in context will be useful to accomplish the final writing task.

Let's continue with the grammar section of the unit. Before you continue, I suggest you study the information about the simple present tense it contains spelling rules, grammatical structure, word order on affirmative, negative, and interrogative statements, and examples. By reviewing you will know that to write affirmative sentences in the third person you must always add an -s to the verb, you will also learn that auxiliaries **DO** and **DOES** are needed to write negative and interrogative sentences and that this tense is used to refer to habit and routines.

Dear students, to practice the simple present tense, I invite you to do the activities provided in your textbook.

### 3.5. Writing a topic sentence

Dear students, before getting into the topic, I invite you to review this information on [topic sentences](#) it gives general features about this kind of sentence. After reviewing you will realize that a topic sentence usually is placed at the beginning of a paragraph (a piece of writing that usually deals with one subject), it expresses the main idea of a paragraph and some supporting sentences (sentences that develop the main idea you presented in the topic sentence) are needed to explain or support it.

A topic sentence will help to focus on the paragraph's central idea and help to write supporting sentences that give coherence and sequence to the writing.

In the textbook are provided activities that will help you to have a better understanding of the issue. I invite you to do them and increase your knowledge.

### 3.6. Writing supporting sentences

Dear students, another important part of a paragraph is the [supporting sentences](#) I suggest you review it to learn about them. Once you have done the review, you know that supporting sentences develop the main idea presented in a paragraph, there should be 2 to 4 supporting ideas in a paragraph, the ideas should be arranged in a logical order.

Dear students, I invite you to do the proposed activities provided in the textbook

### 3.7. Writing a descriptive paragraph

Dear student, I suggest you review the information given on paragraphs and their structure since it applies to every type of paragraph. Now, let's focus our attention on writing a [descriptive paragraph](#). Please review this information that explains step by step how to write this type of paragraph correctly. Once you have reviewed it, you will know its definitions, how to choose a topic to write about, how to organize the information, among other characteristics.

Dear students, I suggest you review the information on the textbook referring to this topic that includes examples of descriptive paragraphs, based on this information do the writing task.

By reviewing the final writing task checklist, you can check if your writing meets the requirements to be a well-structured descriptive paragraph.

Dear students, once we have finished the review of unit 3, it is time to practice. Do the Self-evaluation 3.



## Self-evaluation 3

### Exercise 1.

Order the words to make **affirmative** or **negative** sentences.

1. doesn't / Maria / work / weekends / on /

---

2. in / David / French / college / studies /

---

3. Peter / Susan / in / and / live / Germany /

---

4. big / a / They / do / have / house / not /

---

### Exercise 2

Re-write these sentences as **Yes/No questions**.

1. Bryan loves pizza and hamburgers.

---

2. Sue and her sister travel every Monday.

---

3. Elizabeth and Larry like pop music.

---

4. Betty goes to work at 6 AM from Monday to Friday.

---

### Exercise 3.

Make **Wh-questions** the **bold underlined** information is the answer.

1. \_\_\_\_\_?

My brother and I visit our parents on **Saturdays**.

2. \_\_\_\_\_?

Tamara listens to **music** in the evenings.

3. \_\_\_\_\_?

Ricardo goes to school **by car** every morning.

4. \_\_\_\_\_?

The mail comes **once a week**.

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please do not hesitate to contact your tutor if additional help is required.

## Learning Outcome 4

- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to students.

To achieve this learning outcome, you will have to study the vocabulary and grammar of the unit through reading and writing activities from your textbook. Furthermore, you will have the aid of extra resources that will lead you to express emotions and opinions related to businesses and shopping habits

### Contents, resources, and suggested activities



#### Week 6

### Unit 4. Open for business/shopping

The general topic of this week deals with unit 4, Open for Business. You will read two passages and do the tasks based on those reading sections. You will learn to infer tones, take notes on examples and use content clues, through explanation and exercises which take you little by little to manage this topic.



#### Focus on Reading

#### 4.1. Inferring tone

Dear students, it is advisable to review the unit vocabulary before getting into its contents, which on this occasion, refers to businesses. Please check the resource provided.

#### UNIT 4 VOCABULARY

You will be able to practice this vocabulary through the activities provided in the textbook.



As you may remember, an inference implies that you have to guess some information that is not stated directly in a text. The topic of this section is to infer tone (the way a person expresses emotions.) In texts, emotions can be expressed by using certain types of words to show, for example, happiness or sadness. So, the “voice” of a writer can sound angry or happy, confused or worried; even a person can sound neutral (with no specific emotion).

Dear students, I invite you to review the readings provided in the textbook and do the proposed activities which include, getting main ideas, organizing information, and doing the necessary inferences to clarify the author’s ideas.

## 4.2. Taking notes on examples

In this part, we will review and learn about taking notes (notes act as a memory crutch: to help you recall, after the fact, the main arguments and specific details of a lecture, a book, a journal article, or any other text) on examples (**one of several things**, or a part of something, taken to show the character of the whole. / a pattern or model, as of something to be imitated or avoided) *Dictionary.com* section,

Dear students, I invite you to read the information regarding this matter provided in your textbook and do the activities to practice this reading strategy.

## 4.3. Using context clues

Dear student, sometimes it is not possible to understand the meaning of every single word in a text, there are words, phrases, or sentences that help to find the meaning, these are called **context clues** Please, watch and analyze the information provided in this video, it gives tips to use these words in our benefit to improve reading comprehension. Through the reviewing, you will learn that context clues are useful to discover the meaning of unfamiliar words, the definition of them, how and where to find them, among other useful characteristics.

Dear students, I invite you to review the information about the topic, provided in the textbook as well as to do the proposed activities to have

a better idea about the benefits you could get by applying this reading strategy.

Additionally, I recommend watching the information on **context clue words** in this **REA**, which guides you to learn how to find and use them to improve reading skills.



## Week 7



### Focus on Writing

#### 4.4. There is/are

Let's start this writing part by remembering the meaning of some words that we have previously used. I invite you to do this, through the proposed activity in the vocabulary section, provide in the textbook. If you are still not sure about the meaning of certain words, you can use a dictionary.

Let's review the section *Expand* that refers to gerunds. A gerund is a derived form of a verb that ends in -ing, expresses actions or a state of being, and functions as a noun.

I invite you to check the information on *Gerunds* in the textbook and do the proposed activities to practice them.

Let's move to the grammar section, before going further on it, I call your attention to review the following information about **there + be**. This page has information on its grammatical structure and examples and exercises you can do. Once you review it and do some of the exercises, you will learn that this structure is used to say that something exists, and it can be used in singular and plural forms with affirmative, negative, and interrogative statements.

Additionally, I invite you to check the information about this subject in the textbook and to do the proposed activities to get more practice.

## 4.5. Writing a descriptive paragraph

Dear student, I suggest you review the information given on paragraphs and their structure since it applies to every type of paragraph. Now, let's focus our attention on writing a **descriptive paragraph**. Please review this information that explains step by step how to write this type of paragraph correctly. Once you have reviewed it, you will know its definitions, how to choose a topic to write about, how to organize the information, among other characteristics.

Dear students, I suggest you review the information on the textbook referring to this topic that includes examples of descriptive paragraphs, based on this information do the writing task.

By reviewing the final writing task checklist, you can check if your writing meets the requirements to be a well-structured descriptive paragraph.

## 4.6. Using adjectives in descriptions

Let's continue, now we are going to review adjectives, Do you remember them? I am sure you do, but just in case, let's do a quick review. Adjectives are words grammatically related to a noun to modify or describe, they help the reader to know how things are, how they feel, smell, taste, or sound, their position in a sentence is before the noun they modify.

Please, review the information about them in the textbook and do the proposed activities to practice their uses.

Dear students, by doing the proposed activities provided in the textbook will improve your writing skills.



Dear students, remember, you can always rely on your tutor if you need help to clarify doubts or verify answers.

After you have studied Unit 4, it is time to practice. Do the Self-evaluation 4.



## Self-evaluation 4

### Exercise 1

Complete the text using: **there is/Isn't, there are/aren't, there was/wasn't, there were/weren't**, Are there

Let me tell you how much my town has changed since I was a child. When I was a kid, 1\_\_\_\_\_ any Thai restaurants, but today 2\_\_\_\_\_ two on Pio Jaramillo Avenue. I used to go climbing with my friends because near my house, 3\_\_\_\_\_ two small hills. Now, in those hills 4 \_\_\_\_\_ a lot of houses and buildings. 5\_\_\_\_\_ another big change in the town, 6\_\_\_\_\_ two amusement parks near my neighborhood. One thing does not change, 7\_\_\_\_\_ still an ice cream shop on Bolivar Street; that was one of my favorite places to go on weekends. 8\_\_\_\_\_any changes in the place where you live?

#### Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please do not hesitate to contact your tutor if additional help is required.



## WELL DONE!

You have finished the first term units and acquired the competencies



## Final mid-term activities

### Learning Outcome 3 and 4

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to students.

To achieve these learning outcomes, you need to review all the previous units from the textbook as well as the extra material.

## Contents, resources, and suggested activities



### Week 8

#### Review of units 1 to 4

Dear students, during this week I suggest you review units 1 to 4. You could use the information provided in the textbook, as well as the information given in the additional material. Another good way to review and get ready for the evaluation is to check the self-evaluations.

It is advisable, to attain good results and benefits during the reviewing, establish some comfortable sceneries such as:

- **Organize a schedule:** set time for each activity
- **Organize your space:** Set a quiet and comfortable space to do the review.
- **Activities:** Do the activities step by step
- **Material:** Go through the WEB sites, videos, and tutorials classes that you have, they could become helpful to clarify doubts.
- **Keep calm:** RELAX. TRUST YOURSELF

Please do not hesitate to contact your tutor if you need help



## Second bimester

### Learning Outcome 3

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.

This learning outcome will be achieved by performing the exercises found in your textbook which will lead you to give suggestions to everyday situations in life. In addition, you will have extra material to support your learning.

### Contents, resources, and suggested activities



#### Week 9

### Unit 5. What are you afraid of? / Sports

Welcome to week 9. In this week you will study unit 5 of the textbook. You will learn to infer meaning from writings; also, you are going to be able to identify cause and effect statements. In addition, you will learn the use of modals to express ability, possibility, and future prediction. Furthermore, you will write a paragraph giving suggestions in response to a problem. Finally, you will be able to add supporting details in paragraphs, using explanations and exercises which guide you step by step to manage these topics.



#### Focus on Reading

## 5.1. Inferring meaning

First of all, to have a better idea of the unit topic is necessary to review the vocabulary. I call your attention to analyze the words and their meaning provided in the next resource and on the vocabulary section in the textbook.

### UNIT 5 VOCABULARY

Now that you know keywords related to fears and phobias which are defined as: a type of anxiety disorder that causes an individual to experience extreme, irrational fear about a situation, living creature, place, or object. Timothy J. Legg, (2020). Continue and read the passages referring to this subject and do the proposed activities that include identifying the main ideas and organizing information. To do it, I advise you use the charts provided in the textbook. This practice will strengthen your competence in reading comprehension.

You are doing fine!. Now, I invite you to do the next section, which refers to making inferences; as you remember, an inference is a conclusion reached based on evidence and reasoning. To do this, you need to read the information exchange between a doctor and a patient and infer the meaning of some of the stated issues.

I invite you to review the information provided in the textbook and do the suggested activities. Getting to manage this reading strategy will help you improve your reading skills.

## 5.2. Noting definitions

As you may remember, a note acts as a memory crutch: to help you recall, after the fact, the main arguments and specific details of a lecture, a book, a journal article, or any other text. Taking notes is a reading strategy that will improve your reading comprehension and help you summarize information by writing down only keywords or short phrases while reading, therefore the review of it later will be easier.

I invite you to review the information about this topic, in the textbook and to do the suggested activities. Reading two provided in the *Reading Comprehension* section will help carry on the practice.



### 5.3. Identifying causes and effects

When reading a text is important to understand how the ideas are linked. A reading strategy that may help, is identifying causes and effects in a text. I suggest you analysed this information that presents useful features about the use of it. Through the review you will learn that this strategy is used every day, words to express cause and effect, also it is stated that a cause is usually, written before an effect. To have a better understanding, you need to read the textbook information regarding the topic. I urge you to pay attention to how because, so and as a result are used to form this type of sentence; punctuation (commas) is also important.

As you know, practice makes perfection, I invite you to do the activities to develop competencies on the use of this strategy, provided in the textbook. Reading two will help to carry on the practice.

It is advisable to do the suggested activities in the Synthesize section, these will bring you practice on given suggestions, this time they will be about how to manage and overcome phobias.



#### Focus on Writing

### 5.4. Using basic modals (can, may, will, might)

Now, you are going to review the information and work on some writing activities. First, you will remember the meaning of some words that we have previously used by reviewing the vocabulary section and doing the proposed activities.

The next step in this unit is studying the use of **adjectives that go with specific prepositions**. Please, review this page here you find useful information that will help you use this grammar structure correctly in context. You will learn, from the review, that there is no rule to tell which preposition goes with which adjective. Now it is advisable to go through the information in the textbook and do the proposed activities in the *Expand* section.

It is time to go into the grammar section. Before going further, I call your attention to review the following information about [modal verbs](#) this page has information on its grammatical structure and gives examples and exercises you can do. Once you review it and do some of the exercises, you will learn that modal verbs are a type of auxiliary verb which express the mood of another verb, they are used to express ideas such as **possibility, prediction, speculation, deduction, and necessity**, they have some particular characteristics which include do not have participle or infinitive forms, do not take the ending -(e)s in the third-person singular, do not have a past form, the negative is formed by the addition of not / n't, questions are formed by inversion with the subject.

Now I invite you to review the information in the textbook and do the proposed activities that give you the necessary practice to manage this part of the speech and improve your writing skills.

### 5.5. Writing suggestions

Let's go deep into the learning about suggestions. On this occasion, you will learn how to write them. As you may remember, a suggestion is an idea or plan put forward for consideration. The proposed activities in the writing section in the textbook will help you to practice since here you need to give suggestions on what to do or not to do, to someone afraid.

Well, let's learn How to make suggestions? There are different forms to do it. Please, go to the section *Make suggestions* to be aware of them.

Now get ready to write the first draft of your paragraph to give suggestions. First read Brain's post, organized the ideas, and then write them in paragraph form. Make sure to follow the previously proposed steps.

***Good job!***

### 5.6. Adding supporting details

Let's continue, Do you remember the paragraph structure? Please, review the information given in this regard in unit 2. Well, now you remember it. You realize that the main idea needs to be supported by some sentences that help explain it and make the writing more interesting.

Let's practice. You need to read Brian's message, where, suggestions and details have been identified, focus your attention on the questions provided in the textbook, they can guide you to add details to your writing.

Now, you are ready to write the final version of your paragraph with suggestions to Brian. Take a look at the draft you wrote and add details to it. Make the necessary changes and write your final paragraph. Pay attention to spelling, capitalization, and punctuation.

***CONGRATULATIONS YOU MADE IT!***

After you have studied Unit 5, it is time to practice. Do the Self-evaluation 5.



## Self-evaluation 5

### Exercise 1.

Complete the conversation by choosing the correct modals.

**Dr. Angelo:** If a man has a phobia, he 1. (**can / might not**) act normal when he is afraid.

**Man:** I 2. (**can / will not**) definitely believe that! I act like a baby whenever I see a needle.

**Dr. Angelo:** You must have had a bad experience as a child. It will be hard, but I 3. (**may / can't**) be able to help you.

### Exercise 2.

Read each set of sentences. Fill in the blank with the correct modal and the verb in parentheses.

1. Use *can* / *can't*.

My sister \_\_\_\_\_ (go). She is afraid of flying and will not get on the airplane.

2. Use *will* / *won't*.

We \_\_\_\_\_ (meet) you at the support group meeting. I'm looking forward to seeing you there!

3. Use *may* / *may not*.

I \_\_\_\_\_ (ride) the elevator all the way to the top of the building. You know how I'm afraid of heights.

### Exercise 3

Choose the best preposition to complete each sentence.

1. There is nothing to be embarrassed \_\_\_ the way you feel.
  - a. of
  - b. about
  - c. in
  
2. Are you afraid \_\_\_ all dogs or just some types?
  - a. of
  - b. about
  - c. in
  
3. I can't believe I feel relaxed \_\_\_ speaking in front of the crowd.
  - a. of
  - b. about
  - c. in
  
4. She is interested \_\_\_ speaking to a doctor about her fears.
  - a. of
  - b. about
  - c. in

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please do not hesitate to contact your tutor if additional help is required.

## Learning Outcome 2

- Describes in simple terms aspects of student's academic life, environment, and matters related to student's immediate needs in the present and past.

To achieve this learning outcome in this unit you will learn to differentiate facts from opinions with the support of the reading and writing activities from the book as well as the tutoring sessions and extra material provided to you.

### Contents, resources, and suggested activities



#### Week 10

### Unit 6. What an adventure! / Local geography

Welcome to week 10. Dear student, this week, you are going to be able to make inferences about people, take notes using a timeline, and differentiate facts from opinions.



#### Focus on Reading

#### 6.1. Making inferences about people

The first part of this unit deals with adventures and the story of a pilot who crossed the Atlantic Ocean a long time ago. Before getting deep into the review, I advise you to study the keywords referring to adventure (an unusual and exciting, typically hazardous, experience or activity) provided in the next resource.

#### UNIT 6 VOCABULARY

This part of the unit is going to remind us, how to get main ideas and organized information. I advise you to refer to sections *Read*, *Main ideas*, and *Details* on your textbook, review the information and do the proposed

activities to increase your knowledge and become more competent in these skills.

To continue, as you know from previous sections inferences, deal with guessing the intention of the person who writes or speaks. On this occasion, you are going to learn to infer peoples' personalities; this is possible to do by observing performed actions and attitudes. Please read the information provided in readings one and two, and do the proposed activities to practice this reading strategy that will improve your reading comprehension.

## 6.2. Taking notes with a timeline

Let's begin with this next, where the importance of organizing ideas is the issue. Organization of ideas is important when taking notes about events; this helps us with a better understanding of a context, and people will be able to retell a story using their own words. Taking notes with a timeline, a visual reading strategy that helps to understand and remember the chronology of an event or story.

Dear students, to have a better understanding on this matter, I suggest you review the information provide in the textbook and do the proposed activities.

## 6.3. Separating facts from opinions

The next part of this unit is about **facts and opinions**. Watch and analyze the context of this video it states the definitions and gives examples to clarify the concepts of these words from it you will learn that facts are things that are always true, they can be proven, and opinions are what people think or feel, they cannot be proven.

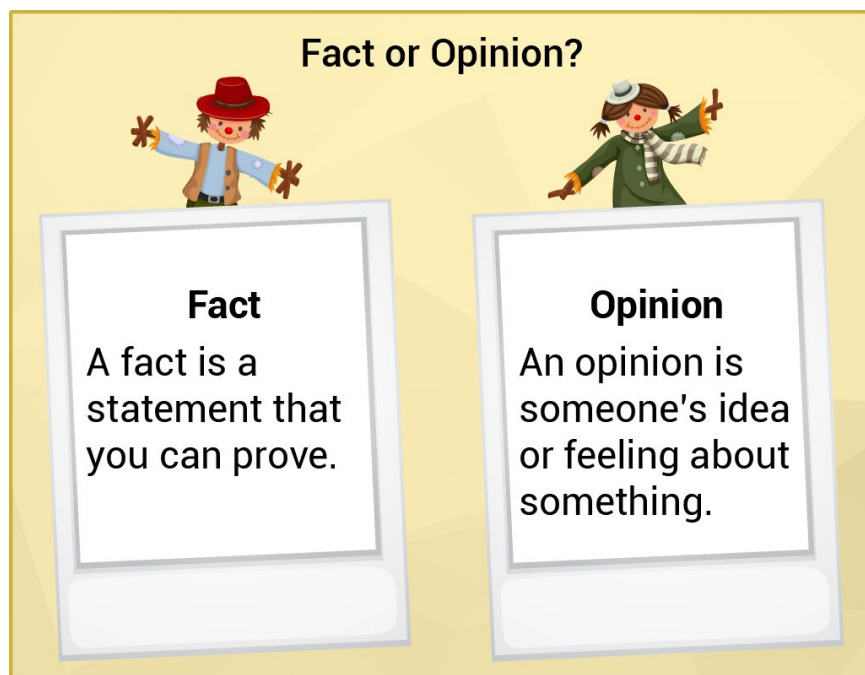
Additionally, there is an explanation about the topic, given in the textbook. Read it please, and do the proposed activities to practice this reading strategy.

Let's continue, we have the *Connect the readings* and *Synthesize* section, where you are going to compile ideas from readings one and two and organize them in a chart. To do it you need to review these readings,

establish a connection between them, and organize the ideas in chronological order. By doing this, you will be practicing the reading strategies which have been learned in this part of the unit.

**Figure 1.**

*Fact and Opinion.*



*Note:* Fact and opinion definitions.

As it has been stated in this picture facts and opinions are different, but both of them can help to have a better understanding of a text.



## Week 11

Welcome to week 11. In this week, you are going to learn how to use the simple past tense in statements, write a narrative paragraph, and use time order words in statements.





### 6.4. Using the simple past

Let's begin with a review of the vocabulary you have learned in this unit so far. To practice, you need to go through the reading provided in the textbook and do the proposed activities.

Let's continue, dear students you need to review the *Expand* section to learn about synonyms. A synonym is a word that has the same meaning as another and is used to avoid repeating words. Please read the explanation given in the textbook and do the suggested activities to practice.

It is time to go into the grammar section. Before going further, I would like to present here some information about the [simple past tense](#) this page has spelling, rules, uses, grammar structures, word order for affirmative, negative, and interrogative, from this review you will learn that the simple past tense is used to talk about habits in the past, to express actions or events in past, that the auxiliary DID is needed to write a negative and interrogative statement, among other features

After you have studied the given information, I recommend you review the one provided in the textbook, I advise you to do the proposed activities to practice the applications and uses of this verbal tense.

### 6.5. Writing a narrative paragraph

In this part of the unit, we are going to learn the structure of a [narrative paragraph](#). Please review the information on this page that explains how a narrative paragraph should be built, and gives some examples, through the review you will learn, these kinds of paragraphs, are mainly used to talk about anecdotes, to tell stories, you will learn too, how to choose a topic to write about, among other characteristics.

As a final task of this section, you are going to write a narrative paragraph; get ready to do it. First, choose a topic this opportunity you will write about a trip or adventure you or somebody else have done. You could refer to reading one to get some ideas, next step is listing ideas and asking yourself

some questions. Dear students, you must remember to write the events in chronological order. With this in mind, you may start writing the first draft of your paragraph.

Before going ahead with your writing, I suggest you do the activities provided in your textbook to have a better understanding of how to do it.

## 6.6. Using time-order words

Let's begin with the next section called *Revise*. You must organize your narrative texts using **time order words**. Please review this information displays a list of words, you can learn, through the review, lots of words that are used to express order. Other characteristics of these words have included readers can understand stories better, they are usually placed at the beginning of sentences.

Look at the explanation and examples provided in the textbook. After you have done it, do the proposed activities and increase your knowledge on the benefits of how using this writing strategy will improve your writing skills.

It is time to finish our narrative paragraph. Dear students, go back to the draft you wrote, check if you used time order words if not, make the necessary changes and complete the practice. Dear students, this exercise, for sure, will improve your writing skills

***Keep up the good job. You are doing fine***

After you have studied Unit 6, it is time to practice. Do the Self-evaluation 6.



## Self-evaluation 6

### Exercise 1

Re-write these sentences in simple past

1. George travels to Mexico every year.  
\_\_\_\_\_ last year.
2. Steve, Margot and James study their lessons every afternoon.  
\_\_\_\_\_ yesterday.
3. Susan invites her friends to her house today.  
\_\_\_\_\_ two days ago.
4. My friends play soccer every Sunday morning.  
\_\_\_\_\_ last Sunday morning.

### Exercise 2

Complete these sentences with the negative simple past tense.

1. They \_\_\_\_\_ (clean) the kitchen yesterday.
2. Peter \_\_\_\_\_ (paint) a picture of his sister.
3. One year ago we \_\_\_\_\_ (go) on vacation.
4. He \_\_\_\_\_ (study) for a test two days ago.

### Exercise 3

Scrambled the words to write **YES/NO** or **WH** questions and answer them.

1. you / Did / the last / finish / exercise / ?

Question: \_\_\_\_\_

Answers: \_\_\_\_\_

2. Where / the Olympic games / start / did

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

3. last night / your best friend / ? / visit / you / Did / visit

Question: \_\_\_\_\_

Answers: \_\_\_\_\_

4. Where / Americans / celebrate / Thanksgiving / did / for the first time

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

5. you / watch / TV / last night / ? / Did

Question: \_\_\_\_\_

Answers: \_\_\_\_\_

6. When / Christopher Columbus / discover / did / America

Questions: \_\_\_\_\_

Answer: \_\_\_\_\_

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please, do not hesitate to contact your tutor if additional help is

## Learning Outcome 5

- Describes and compares in simple aspects of student's life, environment matters related to student's immediate needs.

This learning outcome will be achieved by reviewing vocabulary and grammar in the textbook to learn how to establish comparisons with adjectives. Also, you will have access to extra material to develop the knowledge.

### Contents, resources, and suggested activities



#### Week 12

### Unit 7. What number are you?

Welcome to week 12. In this week, you are going to learn how to infer comparisons from a text, take notes using a tree diagram, and recognize and understand references in pronouns (subject/object).



#### Focus on Reading

### 7.1. Inferring comparisons

Dear students, the topic in this section deals with families (a group of one or more parents and their children living together as a unit). There are different kinds of families. Let's learn some new words related to them. I invite you to review and analyze the content provided in the Vocabulary section in the textbook and do the proposed activities. Additionally, I recommended studying the keywords related to families in the following resource.

#### UNIT 7 VOCABULARY

If you want to use a dictionary, go ahead if this helps to understand the information better.

In this part of the unit, you are going to remember and apply some reading strategies that have been studied during the course. Making inferences is one of them. This time you need to infer comparison. Remember to make inferences you need to use the information given in a text and your knowledge about the subject. The other one is identifying the main ideas and organizing information. Finally, you will remember how to predict or guess content from a context through a skim reading (reading quickly to get a general idea of the meaning).

You will have some help to do this. Go through readings one and two, provided in the textbook, and do all the proposed activities. This practice will help you to improve your reading skills.

## 7.2. Taking notes with a tree diagram

The next part of the unit is about another reading strategy, taking notes through tree [diagrams](#). I suggest you read the information provided it gives you tips on the benefits you could have if you use it. You will learn this is a visual way to represent information, it can be used for different purposes including referring to family relations and descent, in taxonomy, in evolution in businesses, among others.

Additionally, you need to review the information in the textbook it leads to helpful activities that will help you internalize the studied matter and become better at reading comprehension.

## 7.3. Recognizing and understanding pronoun reference

This section deals with the use of pronouns (a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (e.g., I, you ) or to someone or something mentioned elsewhere in the discourse (e.g., she, it, this ). Oxford Languages and Google. There are different types of pronouns. Please, check this information. After you have reviewed this material, you know there are, subject pronouns, object pronouns, possessive pronouns, relative pronouns, among others, and each one of them has a function.

Please, review the information provided in the Understanding pronoun reference section in the textbook, and do the proposed activities, it will help you to have a better understanding of the functions and uses of pronouns in context.



## Week 13

Welcome to week 13. In this week, you are going to learn how to use comparatives with short and long adjectives, how to write a comparison paragraph, and to use connecting words to show similarities and differences.



### Focus on Writing

## 7.4. Using comparative adjectives

The first activity of week 13 guides you to remember and expand vocabulary by the means of using previously learned words and new ones doing the activities proposed in the textbook.

Once you are sure about the meaning of words and the idioms learned, you can practice writing about your family.

Now, it is time to learn some grammar, before checking the information in your textbook, it is a good idea you review this resource about [comparatives](#). Where you find information such as groups of adjectives, spelling rules to form the comparatives, and you will learn that comparatives are used to compare two people, things, ideas, situations..., they can be used in affirmative, negative, and interrogative statements.

Dear students, to go deep into this topic, you should review the information and do the related proposed activities, referring to comparatives, provided in the textbook. This, besides, giving you practice, will make you realize the correct use of them in context.



## 7.5. Writing a comparison paragraph

Let's continue, before studying the next part, which in this opportunity will be writing to comparing families or/and family members, you are going to learn how to use a Venn diagram, which is a writing strategy that helps to organize ideas and facilitate to identify similarities and differences.

You are going to write a [comparison paragraph](#). Please watch and analyzed the information given in the resource. It shows some easy steps to follow to get the job done. After the review, you will know that comparison paragraphs compare and contrast TWO people, things, situations, ideas.... characteristics.

To practice more, you can draw a Venn diagram in your notebook where you put similarities and differences between two people.

I advise you to do the writing activity stated in the *Write: A comparison paragraph* section. Remember, when writing this kind of paragraph, you need to pay close attention to similarities and/or differences. It is important to use examples to clarify the expressed ideas. Remember too, all paragraphs must have a topic sentence, supporting sentences, and a concluding sentence.

- Now, start writing
- Choose a topic
- Write some supporting ideas and details
- Write a concluding sentence.

Put together the prompts you just have written, you could use the textbook examples to guide you, and it could be a good idea to write about your family or friends, this is information you know well.

***Good job, you have your first draft.***

## 7.6. Using connecting words

Another writing strategy that helps you to improve your writing skills is using [connecting words](#) to, as stated in the name, connect ideas, and give coherence and sequence to a context. I invite you to check the provided

information, here you find an extended list of linking words and you will learn, though, provided examples, situations where they are used.

Now, please, read the information provided in the section *Revise*. Then, get some practice by using the connectors previously studied to do the proposed activities.

Now, it is time to add some details if necessary, to the first draft of your comparison paragraph, use the acquired knowledge, and check if your paragraph has all the necessary information to meet the requirements of a well-structured comparison paragraph.

After you have studied Unit 7, it is time to practice. Do the Self-evaluation 7.



## Self-evaluation 7

### Exercise 1

Use the comparative form of the adjective in parenthesis to complete these statements.

1. The city of Quito is \_\_\_\_\_ (**big**) than the city of Cuenca.
2. A train is \_\_\_\_\_ (**noisy**) than an electric car.
3. A cheetah is \_\_\_\_\_ (**fast**) than a lion.
4. Lakes are \_\_\_\_\_ (**nice**) than oceans
5. Cars are \_\_\_\_\_ (**expensive**) than motorbikes
6. Reading is \_\_\_\_\_ (**good**) than watching TV

### Exercise 2

Mark True or Falso to the following statements

1. (    ) All regular adjectives end in er
2. (    ) Irregular adjectives have their own form of writing
3. (    ) All one-syllable adjectives must double the second consonant
4. (    ) Adjectives ending in **e** add er to the comparative form

5. (     )     More than two-syllable adjectives takes the word more in the comparative form

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, please, do not hesitate to contact your tutor if additional help is needed.

## Learning Outcome 4

- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to students.

To achieve this learning outcome, you will use the textbook activities like reading and writing and at the same time extra resources that will help you understand how to write conclusions.

### Contents, resources, and suggested activities



#### Week 14

### Unit 8. How young is too young? / Employment

Welcome to week 14. Dear students, this week you will be able to infer priorities based on what is important for people, you will also learn to take notes with information from an outline, and you will identify conclusions in paragraphs.



#### Focus on Reading

#### 8.1. Inferring priorities

The topic of this unit is “How young is too young?”; Do you know the exact meaning of this phrase? there is needed to be done some inferences to find it out. Do you remember what an inference is? Allow me to remind you. It is, making an educated guess about an idea not directly stated in a context.

Dear students, before reviewing the contents of the unit, let’s get familiar with the vocabulary. I would like to call your attention to review the next resource that provides definitions of keywords focused on being young and famous.

#### UNIT 8 VOCABULARY

To fully understand the new words you, might need to use a dictionary. You will be able to practice this vocabulary through the activities provided in the textbook.

wDear students, through the provided readings in each unit of this course, we have been doing activities to identify the main idea and organize information in chronological order; Once again, there are some activities here to practice this, important, reading strategy.

That was good. Now, you are going to do some inferences; this time they will refer to peoples' priorities (things that are most important to a person or a group of people and are expressed by giving reasons for doing them). Well, you know what a priority is, go ahead do the proposed activities in the textbook to get some practice.

## 8.2. Taking notes with an outline

You are doing fine. Let's continue; we are going to learn how taking notes with an [outline](#) can help us. Please review the information provided in the resource, it shows the main features, uses an example of this strategy which, as you can see through the information given, an outline is a tool used to organize written ideas about a topic, subtopics, and supporting details. You can broaden your knowledge, on this topic, by reviewing the textbook information and doing the proposed activities.

## 8.3. Identifying conclusions

I recommend you check the information on conclusions to fully understand this topic. Here you have examples of how to write them. You will learn some words used to write a conclusion and that with a concluding sentence, you bring closure to a paragraph.

Additionally, in the textbook, you have more information regarding this matter, read the explanation and do the proposed activities. Readings one and two will help you with the review.



## Week 15

Welcome to week 15. Dear students, this week, you are going to learn the uses of adverbs of degree in different contexts, write an opinion paragraph, and also you will be able to write concluding sentences.



### Focus on Writing

#### 8.4. Using very, too and enough

Let's begin *reviewing* the vocabulary learned. I recommended doing the proposed activities in the textbook, if necessary, use a dictionary to fully understand the words. In the *Expand* section, you will learn idioms (phrases or expressions which have a particular meaning that differs from one of the individual words); related to sports. Please read the information provided in the textbook and do activities 1 and 2.

It is time to go through our last grammar bit of the first ciclo. You are going to learn about **adverbs of degree**, very, too, and enough. The purpose of this information is to increase your knowledge of the grammar structures and uses of adverbs of degree. It shows, through explanations and examples, these words emphasize concepts and descriptions. After the review you know, adverbs of degree tell us about the **intensity** of something, they are usually placed **before** the adjective, adverb, or verb that they modify.

The textbook provided activities to practice this writing strategy in context. This writing strategy will give make your writing more interesting and catchier.

#### 8.5. Writing an opinion paragraph

This last part of the unit will teach us how to construct an **opinion paragraph**. The information, in this video, will guide you step by step through explanations and examples to write your opinion paragraph; you become aware that an opinion paragraph is a group of sentences about your opinion (opinion is something you think, feel, or believe)

You can write opinion paragraphs on any subject, on this occasion, you have some information and going to give your opinion about a famous very young athlete. Read the newspaper article provided in the textbook and start writing.

There are some steps, stated in the textbook, you could follow to write, for example brainstorming ideas, making a list of the Pros and cons of being famous at such early age.

There are some expressions you can use to give opinions; let's learn some of them by reviewing the information provided in the textbook. After you have read the explanation given, go ahead and do the proposed activities to practice.

After practicing, you need to put together the prompts, ideas, and sentences you have, and write the first draft of your opinion paragraph about Diana Verdejo.

## **8.6. Writing a concluding sentence**

In this last section of the unit, you will learn about [Concluding sentences](#). I recommend reviewing the information you find here definition, some characteristics, and examples. After the review, you will know the conclusion is the last sentence in your paragraph; you will learn some DO's and DON'T's of conclusion sentences.



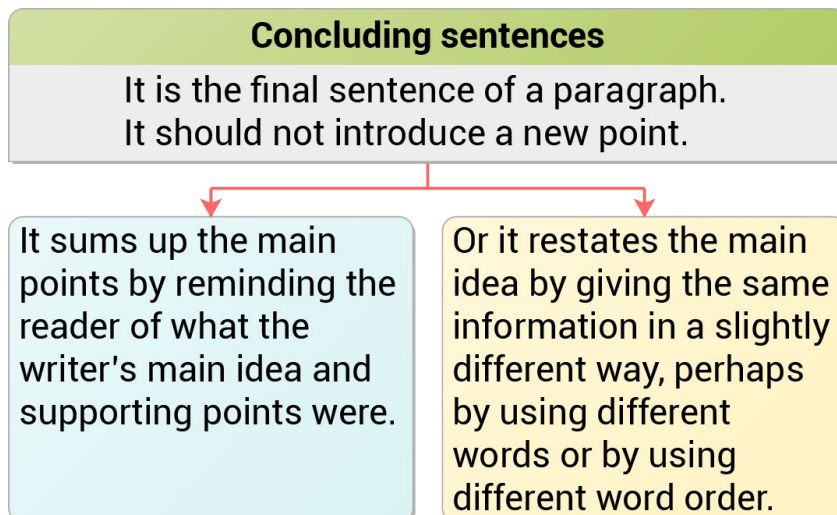
## DO

- Restate the topic sentence using synonyms.
- Restate the topic sentence using a different kind of sentence.
- Wrap up your paragraph.
- Consider using transition words to signify the end of your paragraph.

## DON'T

- Copy the exact wording of the topic sentence.
- Include a new topic.
- Focus on a small idea.
- Start the sentence with, And now you know.. That is the reason... That's what I learned about... or And that's why....

**Figure 2.**  
*Concluding sentences.*



*Note:* Concluding sentences definitions.

Let's practice; Please, read the paragraph and the four concluding sentences provided in the textbook, and choose which one/ones fit to finish the paragraph.

For further practice, you need to do the other proposed activities.

Now you need to go back to the draft on your opinion paragraph; see if it has a concluding sentence and all the needed elements, to be a well-structured opinion paragraph. You can always add some details and make it looks, remember, attractive and interesting; Let's finish our writing practice.

After you have studied Unit 8, it is time to practice. Do the Self-evaluation 8.



## Self-evaluation 8

### Exercise 1.

Read the interview. Fill in the blanks with **very**, **too**, or **enough**.

**Sports Reporter:** Well, unfortunately that was a(n) 1. \_\_\_\_\_ short match. Do you think that maybe you are still a bit 2. \_\_\_\_\_ young to play this sport with professionals?

**Tennis Player:** Not at all. I know that I am young compared to the other players, but if I practice 3. \_\_\_\_\_, then I will begin to win matches.

**Sports Reporter:** You are certainly quick 4. \_\_\_\_\_ out there! Everyone thought you ran 5. \_\_\_\_\_ fast. We will all be watching you as you continue to play in the coming weeks.

### Exercise 2.

Complete the paragraph. Use the comparative form of the adjective in parentheses.

My friend and I had a disagreement yesterday

He said that football is \_\_\_\_\_ 1. (good) than soccer. I told him that soccer is \_\_\_\_\_ 2. (fast) than football. Then he said that football players are \_\_\_\_\_ 3. (strong) and \_\_\_\_\_ 4. (large) than soccer players. He told me that football is \_\_\_\_\_ 5. (popular) than soccer in America.

Answer Key

You can check the answers to these exercises in the SOLUCIONARIO provided in this Didactic Guide.

Dear students, Please, do not hesitate to contact your tutor if additional help is

## Learning Outcome 4 and 5

- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to students.
- Describes and compares in simple aspects of student's life, environment matters related to student's immediate needs.

To achieve these learning outcomes, you need to review all the previous units from the textbook as well as the extra material.

### Contents, resources, and suggested activities



#### Week 16

#### Review of units 5 to 8

Dear students, during this week I suggest you review units 5 to 8. You could use the information provided in the textbook, as well as the information given in the additional material. A good way to review and get ready for the evaluation, is as well, to check the self-evaluations.

It is advisable, to attain good results and benefits during the reviewing, to establish some comfortable sceneries such as:

- **Organize a schedule:** set time for each activity
- **Organize your space:** Set a quiet and comfortable space to do the review.
- **Activities:** Do the activities step by step
- **Material:** Go through the WEB sites, videos, and tutorials classes that you have, they could become helpful to clarify doubts.
- **Keep calm:** RELAX. TRUST YOURSELF

Please do not hesitate to contact your tutor if you need help



## 4. Answer Key

### Self-evaluation 1

Questions	Answers	Feedback
<b>Exercise 1</b>		
1	I am	I am correct answer I is the corresponding pronoun for the person in the dialogue am is the corresponding to be form for the pronoun.
2	She is	She is correct answer She is the corresponding pronoun for the person in the dialogue is is the corresponding to be form for this pronoun.
3	We are	We are Correct answer We is the corresponding pronoun for the person in the dialogue Are is the corresponding to be for this pronoun.
4	They are	They are Correct answer They is the corresponding pronoun for the person in the dialogue Are is the corresponding to be for this pronoun.
<b>Exercise 2</b>		
1	is not / isn't	The statement is negative.
2	is	The statement is affirmative.
3	are	The statement is affirmative
4	are not / aren't	The statement is negative
<b>Exercise 3</b>		
1	Are you and your classmates at school?	Yes/No question. Correct grammatical structure
2	Is the "Santander" bank on Main Street?	Yes/No question. Correct grammatical structure
3	Am I a Canadian doctor?	Yes/No question. Correct grammatical structure

### Self-evaluation 1

Questions	Answers	Feedback
4	What is your mother's name?	WH question. Correct grammatical structure
5	When is Diana's birthday?	WH question. Correct grammatical structure
6	Are the Galapagos Islands part of Ecuador?	Yes/No question. Correct grammatical structure

Self  
Assessment

## Self- evaluation 2

Questions	Answers	Feedback
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### Exercise 1

1	was not / wasn't	This is the corresponding TO BE form in past.
2	were not / weren't	This is the corresponding TO BE form in past.
3	was not / wasn't	This is the corresponding TO BE form in past
4	were not / weren't	This is the corresponding TO BE form for this sentence.
5	was not / wasn't	This is the corresponding TO BE form for this sentence.

### Exercise 2

1	Were	This is the correct form of To be verb for questions in past.
2	Was	This is the correct form of the To be verb in past.
3	Was	This is the correct form of the To be verb in past.
4	Were	This is the correct form of the To be verb in past.
5	Was	This is the correct form of the To be verb in past.

Self  
Assessment

### Self-evaluation 3

Questions	Answers	Feedback
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#### Exercise 1

1	Maria doesn't work on weekends.	This is the correct grammar structure for negative sentences in simple present.
2	David studies French in college.	This is the correct grammar structure for affirmative sentences in simple present.
3	Peter and Susan live in Germany.	This is the correct grammar structure for affirmative sentences in simple present.
4	They do not have a big house	This is the correct grammar structure for affirmative sentences in simple present.

#### Exercise 2

1	Does Bryan love pizza and hamburgers?	This is the structure of Yes/No questions in simple present.
2	Do Sue and her sister travel every Monday?	This is the structure of Yes/No questions in simple present.
3	Do Elizabeth and Larry like pop music?	This is the structure of Yes/No questions in simple present.
4	Does Betty go to work at 6 AM from Monday to Friday?	This is the structure of Yes/No questions in simple present.



### Self-evaluation 3

Questions	Answers	Feedback
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#### Exercise 3.

1	<b>When do</b> my brother and I visit our parents?	The underlined word is about time, so <b>when</b> must be used.
2	<b>What does</b> Tamara listen to in the evenings?	The underlined word is about a thing, so <b>what</b> must be used.
3	<b>How does</b> Ricardo go to school every morning.	The underlined word is about manner, so <b>how</b> must be used.
4	<b>How often does</b> the mail come?	The underlined word is about frequency, so <b>how often</b> must be used.

Self  
Assessment

## Self-evaluation 4

Questions	Answers	Feedback
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### Exercise 1

1	there weren't	This is the correct answer to complete this part of the text.
2	there are	This is the correct answer to complete this part of the text.
3	there were	This is the correct answer to complete this part of the text.
4	there are	This is the correct answer to complete this part of the text.
5	there is	This is the correct answer to complete this part of the text.
6	there are	This is the correct answer to complete this part of the text.
7	there is	This is the correct answer to complete this part of the text.
8	Are there	This is the correct answer to complete this part of the text.

Self  
Assessment

**Self-evaluation 5**

Questions	Answers	Feedback
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**Exercise 1**

1	might not	This is the correct modal verb that completes and gives sense to this sentence.
2	will not	This is the correct modal verb that completes and gives sense to this sentence.
3	may	This is the correct modal verb that completes and gives sense to this sentence.

**Exercise 2**

1	can't go	This is the correct form of modal and verb that completes this sentence.
2	will meet	This is the correct form of modal and verb that completes this sentence.
3	may not ride	This is the correct form of modal and verb that completes this sentence.

**Exercise 3**

1	b. about	This is the corresponding preposition to be used with the adjective embarrassed.
2	a. of	This is the corresponding preposition to be used with the adjective afraid.
3	b. about	This is the corresponding preposition to be used with the adjective relaxed.
4	c. in	This is the corresponding preposition to be used with the adjective interested.

Self  
Assessment

## Self-evaluation 6

Questions	Answers	Feedback
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### Exercise 1

1	George <b>traveled</b> to Mexico <b>last year</b> .	This is the correct structure of an affirmative simple past sentence.
2	Steve, Margot, and James <b>studied</b> their lessons <b>yesterday</b> .	This is the correct structure of a simple past sentence.
3	Susan <b>invited</b> her friends <b>two days ago</b> .	This is the correct structure of a simple past sentence.
4	My friends <b>played</b> soccer <b>last Sunday morning</b> .	This is the correct structure of a simple past sentence.

### Exercise 2

1	They didn't clean the kitchen <b>yesterday</b> .	This is the correct structure for this simple past sentence in the negative form.
2	Peter didn't paint a picture of his sister	This is the correct structure for this simple past sentence in the negative form.
3	One year ago we didn't go on vacation.	This is the correct structure for this simple past sentence in the negative form.
4	He didn't study for a test two days ago.	This is the correct structure for this simple past sentence in the negative form.

## Self-evaluation 6

Questions	Answers	Feedback
<b>Exercise 3</b>		
1	<b>Did</b> you finish the last exercise?  Yes, I did / No, I didn't (did not)	This is a Yes/No and its short answers, due to the words given.
2	<b>Where</b> did the Olympic games start?  In Greece	This is a WH and its short answer, due to the words given.
3	<b>Did</b> your best friend visit you last night?  Yes, he/she did / No, he/she didn't (did not)	This is a Yes/No and its short answers, due to the words given.
4	<b>Where</b> did Americans celebrate Thanksgiving for the first time?  In Massachusetts	This is a WH and its short answer, due to the words given.
5	<b>Did</b> you and your mother watch TV last night?  Yes, we did / No, we didn't (did not)	This is a Yes/No and its short answers

## Self-evaluation 6

Questions	Answers	Feedback
6	When did Christopher Columbus discover America?	This is a WH and its short answer
	In 1492	

Self  
Assessment

## Self-evaluation 7

Questions	Answers	Feedback
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### Exercise 1

1	bigger	This is the comparative form of this adjective.
2	noisier	This is the comparative form of this adjective.
3	faster	This is the comparative form of this adjective.
4	nicer	This is the comparative form of this adjective.
5	more expensive	This is the comparative form of this adjective.
6	better	This is the comparative form of this adjective.

### Exercise 2

1	True	All regular adjectives end in ER
2	True	Irregular adjectives have their own form of writing Ex. bad – worse far - further
3	False	Double the consonant the one-syllable adjectives that end in a single vowel and a single consonant Ex. fat – fatter wet - wetter
4	False	Adjectives ending en E to for the comparative only add R. Ex. nice -nicer large - larger
5	True	More than two syllables adjective takes the word MORE before it. Ex. interesting – more interesting

Self  
Assessment

## Self-evaluation 8

Questions	Answers	Feedback
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### Exercise 1

1	very	This is the adverb of degree which completes this statement because the structure is correct and gives sense to the text.
2	too	This is the adverb of degree which completes this statement because the structure is correct and gives sense to the text.
3	enough	This is the adverb of degree which completes this statement because the structure is correct and gives sense to the text.
4	enough	This is the adverb of degree which completes this statement because the structure is correct and gives sense to the text.
5	very	This is the adverb of degree which completes this statement because the structure is correct and gives sense to the text.

### Exercise 2

1	faster	This is the comparative form of this adjective. It is an irregular one.
2	noisier	This is the comparative form of this adjective. Adjectives that end in <b>y</b> change the <b>y</b> into <b>i</b> and add <b>er</b> .
3	stronger	This is the comparative form of this adjective.
4	larger	This is the comparative form of this adjective. This is an adjective that ends in <b>E</b> .
5	more popular	This is the comparative form of this adjective. This is a three syllables adjective.

Self  
Assessment





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