



UTPL

La Universidad Católica de Loja

Modalidad Abierta y a Distancia

English Language: Listening and Speaking III

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

English Language: Listening and Speaking III

Guía didáctica

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

Autora:

Prado Camacho Martha Magdalena



EDUC_3112

Asesoría virtual
www.utpl.edu.ec

Universidad Técnica Particular de Loja

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Prado Camacho Martha Magdalena

Diagramación y diseño digital:

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojacialtda@ediloja.com.ec

Loja-Ecuador

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1. Informative data

1.1. Course presentation



1.2. UTPL generic competencies

Written and oral communication

1.3. Program specific competencies

Develop learner's holistic preparation after considering Humanism of Christ and Good Living principles, taking in account learner's life project to widen their perspective, vision, and educational goals for the future, to promote their acquisition of moral values and a coherent ethical behavior.

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

1.4. Problems addressed by the subject

Limited systemic domain of epistemology and pedagogy seen from a philosophical and historical perspective and little command of English communication skills.



2. Learning methodology

The learning outcomes will be achieved using different teaching methods. This course follows UTPL student-centered approach. Problem-based learning will be applied since students will learn by working in groups to solve open-ended problem-based tasks by means of speaking activities during the mandatory tutorial lessons. The research-based learning approach will also be used to involve students in activities such as forums, oral presentations and speeches. Furthermore, the Information and Communications Technology (ICT) approach will be applied to enhance collaborative learning during the different tutorial sessions.

In every step of the process and unit, the learning outcomes such as identifying main ideas and supporting details, inferring information from context, distinguishing accurately different intonations and pronunciation, and evaluating the content of the different topics are aimed to be acquired through the development of the different exercises and activities. These strategies will help enhance critical thinking, also through the analysis and synthesis of the topics and different situations that will be discussed in the tutorial sessions and forums. The ability to research is also considered at the moment you review, choose reliable data, and process the information through the web.

As a future teacher, you will count with enough information from where to choose according to the situation and need of your students, at the different educational levels, and to overcome eventual settings that will require your initiative and competence to educate active learners and to include those that need some special attention to be part of the learning process.



3. Didactic guidelines for learning outcome



First bimester

Learning outcome 1 to 4

- Identifies main ideas and supporting details from oral content
- Infers information from context
- Distinguishes different intonations and pronunciation patterns
- Evaluates information, debates a position, and supports own opinions and criteria with arguments

Throughout this first period, you will acquire the listening and speaking skills determined as learning outcomes, such as identifying main ideas from detail, inferring information from context, distinguishing and using different intonation patterns, and analyzing and synthesizing information to be able to express yourself with acceptable accuracy, follow, and participate in lectures, presentations, debates, discussions, and the tutorial sessions with the collaborative help of the teacher and peers. Complying, therefore, with all the different activities that form part of the tutorial sessions and tasks is important. These practical experiences will encourage students to personalize information learned and strengthen their listening and speaking skills to communicate effectively in English.

Contents, resources, and recommended learning activities



Week 1

Unit 1. Extreme sports and personal limits

Dear students, this unit is related to extreme sports and the different reasons people choose to practice this kind of sports. The limits are also related to personal goals and hopes. Both skills, listening and speaking, are going to be developed by doing some activities such as identifying main ideas from details, inferring information, distinguishing intonation, and expressing opinions. I invite you now to focus on the following listening activities:

Focus on listening

Before getting into the topic, it is necessary to understand some terms we are going to find throughout this unit: "Endurance," for example, is the ability to do something difficult or stressful over a long period of time. Now, let's think what kind of sports require endurance. In fact, many require endurance such as biking, swimming, rowing, climbing, hiking, even dancing, walking and running. I invite you to think in which other circumstances we need to overcome obstacles, exceed limits, or "push the boundaries":

Please check the vocabulary in the textbook, in the section related to the new words of unit one.

Then, solve the following **crossword puzzle** to check how much you remember from the new words.

Extreme sports and personal limits vocabulary crossword puzzle

Now that we know some technical words, let's move into the preview section. Here we can predict what the content of the listening exercise is going to be about. By predicting, we understand the topic and the purpose of the activity better. Listen in the textbook to the interview in the preview section and guess the reason why this sports figure likes to do this kind of sports:

1.1. Identifying main ideas and supporting details

Dear students, if we are able to differentiate main ideas from detail, then we are able to understand a text more easily. The main idea is the key concept being expressed. The researcher Shane Mac Donnchaidh (2022) states that whether we are talking about the main idea of a lecture, a conversation, a

paragraph, a poem, a chapter, or a longer text, finding the main idea requires the listener or the reader to identify the topic and then uncover what the speaker or the writer wants us to know about the topic. Details, on the other hand, support the main idea by giving specific information about the main topic such as facts, examples, data, etc. Mac Donnchaidh (2022) says that “often the central concept is expressed directly in the text and is as easy to identify as your own face in the mirror. However, the main idea will not always be expressed so explicitly”; therefore, we should learn to identify it whether it is expressed directly or it is implied. For that, we have to fully comprehend what we are listening. In order to find the main idea, we should learn about the title of the presentation, exposition, or dialogue, for example; consequently, learn its topic. We have to pay special attention to the discourse’s characteristics, whether it is informative, or argumentative, and listen for words that are repeated. After you listen to the whole listening activity, think about the most important aspects about the topic that were mentioned. Finally, review some details or examples that can support the main idea. If the main idea is not stated explicitly, then it is implied and we must consciously work to uncover it by analyzing the details to infer the main idea (Mac Donnchaidh, 2022). Therefore, details help us find the main idea.

On the other hand, taking notes is one good strategy you can use while you listen to an audio recording. Solorzano & Schmidt (2020), the authors of the textbook, suggest taking notes and writing them in a chart. The chart helps you organize your ideas. Now, with the information from the interview in the textbook, separate main ideas from details. Complete the following chart:

[Main Ideas and Details](#)

You can now develop in the textbook the exercises related to finding main ideas and details. If you need to review the interview in the textbook in order to answer the questions, do it as many times as you need.

Finally, do not forget that the main idea is the key concept being expressed, and that the details are facts, examples, or data that help us find the main idea.

1.2. Inferring implied meaning from context

Making inferences is the second stage in listening comprehension; it can also be in reading comprehension. First stage in comprehension, according to many authors, is literal understanding; in other words, decodifying the

language -that is why we always have vocabulary and identifying main ideas and details in the first place in all texts we use to study listening and speaking, or reading and writing. It is literal because you directly understand what the text says, what is written there. Kyrsha Seymour (2022) explains that comprehending a text is an interactive process between the reader's or listener's background knowledge and the text. Listening or reading comprehension is the ability to process information that we have heard or read to understand its meaning. Seymour (2022) explains that some previous authors already mentioned about the levels of comprehension such as Rumelhart in 1980, Carrell in 1981, Hudson in 1982, but especially Barlett, who was the first one in 1932. The three levels of comprehension are the literal level, inferential level, and the critical/evaluative level.

The literal level is simply what the text says. You can find an answer to literal questions literally included and written in the text. Seymour (2022) says that this is a very important level of understanding because it provides the foundation for more advanced comprehension. This level involves identifying the important and essential information. Here is where distinguish between main ideas and supporting detail.


The inferential level, Seymour (2022) explains, "involves determining what the text means. Determining inferential meaning requires you to think about the text and draw a conclusion ... the focus shifts to reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and message."

Finally, the critical level, according to Seymour (2022), is where we analyze or synthesize information and apply it to other information. "Understandings at the literal and interpretive levels are combined, reorganized and restructured at the critical level to express opinions, draw new insights and develop fresh ideas."

Remember then, as the British Council BBC (2022) explains, "*inference* is the technique of finding answers from clues and from prior knowledge rather than directly." Therefore, an inference is a guess about something that is not directly stated. In the following exercise, we are going to determine inferential meaning and draw a conclusion based on the context. *Context* are the words that come just before and after a statement or idea that help you understand its meaning. The purpose of the following exercise is to perceive the intention of the speaker and his/her feelings by inferring:

Watch the following video named [“Thank you, Coronavirus’ poem”](#) and answer the following questions in order to infer the speaker’s intention.

Questions:

- 
1. How does the speaker’s voice sound to you?
 2. Why she is thanking in the first place and about what specifically?
 3. What are the words that get our attention the most in her message? I am going to help you with some:
 4. Thank you, Coronavirus. ... shaking us ... make us appreciate the abundance we lived in ... thank you for stopping us ... not having time for the most basic things ...thank you for all the fear. It has been a global disease ... support of our community ... thank you for the reevaluation of our lives ...
 5. What do you think the purpose of her message is?

Note: Please complete the activities in a class notebook or Word document.

It seems that the purpose of the speaker’s message is to make us realize that this virus has given us an opportunity to re-evaluate our lives and appreciate little things, the fact that we are alive, and that we can share and help the people that are around us and get the sense of a community again. What are the words she says that help you understand the message? The words are the context that help the listener get the meaning of an idea that is conveyed.

1.3. Recognizing and understanding signal words

This time, dear students, we are going to learn how to recognize signal words, but first we need to know what they are: “Transitions or signal words help you, the reader, follow the direction of a writer’s thought. They are like signposts on the road that guide the traveler” (CalPolyPomona, 2022). Regarding listening, similarly, signal words help us identify the way a presentation, lecture, or a conversation is organized. There are some specific words that help us understand the kind of message that is being expressed;

they can help us focus, therefore, only on the information that we need. Signal words give clues and show the direction of the talk, the connections between ideas, and the importance of ideas.

Signal words in a conversation or talk can be words such as “Well”, “Okay”, “Now”, “So”, and “But”, that speakers use while they think, take their time, to turn the direction, sometimes, or just to lead the speaker to the direction their talk goes.

That way, “Well” is usually used before answering a question; for example: **A:** Are you going to go to the meeting? **B:** **Well**, I don’t think they really need me there.

“Okay” and “Now” are usually used to move to a different topic or a different key point; for example: “We spend about one-third of our adult lives sleeping. Most of us complain when we have not gotten several hours of sleep. **Now**, some people sleep for an hour or less a day and lead otherwise healthy and normal lives.”

“But” usually introduces an opposite key point; for example: “In the half century between 1860 and 1910, some 23 million foreigners migrated to America. Just as had been the case before the Civil War, most of them came in search of better economic opportunities. **But** there were new forces at work in both the United States and Europe which interacted to attract ever-increasing numbers of immigrants.”

After “So”, the listener expects a result of what was previously said; for example: “Feelings of rejection and insecurity or ambivalent attitudes toward parent may all be freely revealed in play. **So**, this play technique, when properly handled, offers opportunities for understanding the child that are otherwise difficult to create.

On the other hand, signal words can also be groups of words: Let’s move on to ____; What ____ is all about is this ____; Now, I’d like to ____

One can also state an opinion or it can be a theory: I think ____; It appears that ____; It is thought that ____; In theory ____

Example: “All right, **let’s** continue the discussion of alternative tourism and **move on to** what probably is the most well-known alternative: *Participative Tourism*. It is a type of tourism that involves the local population in tourist

activities or involves the travelers in community activities to create bonds for a genuine intercultural experience. **However**, the problem can be that ...”

Transition words can work as signal words that connect ideas; for example:

To add information, we can use furthermore, moreover, besides, etc. **To signal conflict, contradiction**, we can use however, in contrast, whereas, etc. **To signal cause/effect and reason/ result**, we can use due to, being that, because (of the fact), since, as a consequence, therefore, etc. Similarly, we can use for instance or such as, etc. **to give examples. To restate information**, we can use: in other words, that is, another, etc.; and if we **provide a conclusion** we use: to conclude, as a final point, in the end, eventually, finally, at last, etc.

In addition to signal words, the speaker’s **intonation** is another important concept that should be considered at the moment to express specific thoughts and information, which will be reviewed the following units.



Recommended learning activity

- Now, please read the following podcast and underline the signal words. Remember that signal words tell the listener what to expect next; that is, in a radio program or podcast, the speaker uses signal words to help the listener understand what the next idea will be.

“Well, here are ways to take some of the danger out of smoking. First of all, choose a cigarette with less nicotine. The difference between brands can be as much as two to one, even more. See how much you can reduce your nicotine intake by switching. Also, don’t smoke your cigarette all the way down. You get the most nicotine from the last few puffs because the tobacco itself acts as a filter. So, smoke halfway and you get only about 40 percent of the total nicotine. The last half of the cigarette will give you 60 percent. Another help is to take fewer draws on each cigarette. Just reduce the number of times you puff on each cigarette and you’ll cut down on your smoking without really missing it. In addition, you should reduce your inhaling. Remember, you’re not standing on a mountain gulping in fresh air, so don’t welcome it with open lungs. Don’t inhale as deeply; take short shallow drags. Practice on a big cigar. Finally, you should smoke fewer cigarettes each day. For some people this is easy, but for others it may be the most difficult step of all.”

You have to find 9 signal words. Those can be sequential transitions, transitions that add information, or that signal contradiction, or that restate information, or that provide a conclusion.



Remember that signal words give clues and show the direction of the talk, the connections between ideas, and the importance of ideas.



Week 2

Focus on speaking

In this section, in order to develop your speaking skills, we are going to review some strategies to keep a conversation going. On the other hand, to keep a discussion going, it is important for everyone to share ideas; for that, you have to learn how to express your opinions and ask for other people’s opinions. Altogether, for all the speaking exercises that you have in this unit, you will learn how to collect and evaluate information regarding the topics that we are going to discuss, especially during the tutorial sessions, in order to have enough information and knowledge about the topics and be able to support

opinions and criteria. On the other hand, reviewing grammar provides us with the resources necessary to enhance our fluency and be able to use the language properly. In this section, we are going to review the modal verb “would” and the phrasal form “used to”.

1.4. Asking for and expressing opinions

Dear students, it is important to share ideas in order to keep a discussion going and to make it interesting, as Solorzano & Schmidt (2020) explain; for that, we need to know some expressions that introduce opinions or that ask for an opinion as well as for agreement or that introduce disagreement, as it is shown in the following chart -some expressions were taken from Stanton & Stephens (2001):

Table 1.

Useful expressions to ask for or express an opinion and to agree or disagree.

To ask for an opinion	To express an opinion
<ul style="list-style-type: none"> What do you think about ...? Do you think ...? How do you feel about ...? What's your opinion on ...? Do you believe that ...? Do you have any opinions on/about ...? What's your view on ...? Can you give me your thoughts on ...? Do you have any thoughts on ...? Please tell me your opinion (on) ... I'd like (to hear) your views on ... 	<p>To sound stronger and more certain:</p> <ul style="list-style-type: none"> In my opinion, ... In my (own) experience, ... In my view ... I believe ... I think ... From my point of view, ... From my perspective ... I really think ... I strongly believe ... <p>To sound less certain and more polite:</p> <ul style="list-style-type: none"> I'm pretty sure ... It seems like ... It seems to me that ... I feel ... I assume ... I would say ...
To agree	To disagree
<ul style="list-style-type: none"> Would you agree (with) ...? Would it be right to say ...? Do you (dis)approve of ... Do you agree with the opinion that ...? Do you share the/my view ...? Are you in agreement with ...? Any objections to the statement ...? I'm sure you'd agree ... I think you are right. I agree with you. You are right. So do I. Me too. Definitely. I agree. I couldn't agree more. 	<p>Indirect and more polite:</p> <ul style="list-style-type: none"> I don't know. I'm not sure about that. I'm not sure I agree with you on ... I'm afraid I disagree ... <p>Direct - stronger and can be less polite:</p> <ul style="list-style-type: none"> I don't think so. I do not agree. I disagree. I disagree with you.

Exercise

Now you try it. Choose an opinion phrase from above to complete the following sentences. Write a reason for each opinion on the line below.

_____ you should move back home with your family.

Because _____ the government should spend more money on environment protection.

Because _____

Note: Please complete the activities in a class notebook or Word document.



To conclude, if you strongly believe something is true, you can use expressions such as “I really think”, for example, and to sound more formal, you can say “From my point of view, ___”.

1.5. Grammar: Used to and would

With the modal verbs *used to* and *would*, Fuchs, Bonner, & Westheimer (2017) explain that we can describe and evaluate past habits and situations; we can describe and discuss past and present appearance and habits; and we can describe a place and say how it has changed. Now let's analyze each modal verb.

▪ **Used to:**

Used to suggests a factual report of a past habit.

We use **used to** when we refer to things in the past which are no longer true. It can also refer to repeated actions, or to a state or situation in the past.

For example: She used to play basketball for the national team, but she is too old now.

Regarding its use, the negative form is: *didn't use to*

For example: It didn't use to be as expensive as it is nowadays.

She didn't use to eat vegetables when she was a kid, but she loves vegetables now.

This is how we make yes / no questions with *used to*:

Did you use to work for Texaco Company?

Didn't he use to live in the same building?

To add a question tag to a statement using *used to*, we use the auxiliary *did*. Here you have some examples:

They used to love going to the cinema every Saturday, **didn't** they?

She didn't use to like cooking, **did** she?

▪ **Would**

When do we use *would*?

We use **would** to refer to repeated past actions that are no longer true.

Would for past habits is a little more formal than **used to**.

Regarding its use, we don't normally use the negative or question form of *would* for past habits.

For example: Every Sunday I would go to the church.

My mom would read me amazing stories at night.

However, there are some differences in the use of *used to* and *would* that we should know:

Used to or would?

Figure 1.

Used to versus Would.

Used to versus would	
Used with both action verbs and stative verbs	Used with action verbs
Time period doesn't have to be established	Time period has to be established
More casual and is used in everyday speech	Little formal and polite than used to

1. *Used to* is used with both action verbs and stative verbs. State or stative verbs are verbs that describe a state and not an action; for example: like, need, feel, be, seem, understand, know, etc. Verbs like *live* and *have* can also be used with *used to*.

Example:

I *used to be* with him all the time. This is not the same as saying: I *would be* with him all the time. "Be" is a stative verb.

But: I *used to eat* a lot of spaghetti when I was in Italy. AND: I *would eat* a lot of spaghetti when I was in Italy. Then, the meaning does not change, you are talking about a past habit.

Another example:

That house *used to be* a Chinese restaurant. It's Mexican now.

Not: That house *would be* a Chinese restaurant. It's Mexican now. (You cannot use *would* with *be*, because "be" is a state verb)

2. When we use *would* to show a past habit, the time period should be established; **for example:** *We would go camping*. This sentence is not clear as it doesn't indicate the time clearly. However: *We would go camping every summer*. Establishing the time clarifies the idea of a repeated action in the past.
3. *Used to* is more commonly used, and *would* is more formal.

Finally, when we use them together, *used to* commonly comes first, as it sets the reference for the repeated actions or situations in the past.

For example: When we were kids, we *used to* play amazing games. We *would* imagine we were at the moon, in the desert, or in the jungle and we *would* run, jump, or pretend we were swimming in order to escape from our enemies.

Exercise:

Let's now practice what we have learned about the modal verb "would" and the phrasal form "used to". In the following exercise, choose the correct option:

1. When I was a child I ____ like peanuts.
 - a. didn't use to
 - b. wouldn't
 - c. both are correct
2. In the morning he _____ sit on the front porch and read.
 - a. used to
 - b. would
 - c. both are possible
3. Which sentence is NOT correct?
 - a. I would go shopping with her every Friday.
 - b. I would have very blond hair.
 - c. She would call me after class to chat.
4. I _____ wear glasses when I was at university.
 - a. didn't use to
 - b. wouldn't
 - c. both are correct
5. When the weather was bad, I _____ stay home and read comic books.
 - a. used to
 - b. would
 - c. both are possible



Note: Please complete the activities in a class notebook or Word document.



Remember that we don't normally use the negative or question form of *would* for past habits. Check if the verb in the sentence is an action verb or a state verb to use either *used to* or *would*, or to use both.



Recommended learning activity

In the following [REA \(Recurso Educativo Abierto\)](#) [OER \(Open Educational Resource\)](#), you are going to learn about Kintsugi, a Japanese philosophy, that treats breakage and repairs something that is broken by using powdered gold lacquer. Answer the following questions **giving your opinion** regarding the teaching in the video. The purpose of this activity is to know your opinion about the message in the video.

1. Do you think it is possible to mend the broken pieces of ourselves after a struggle?
2. How can that be done?
3. What does "Be proud of your scars" mean?

EXPRESS YOUR OPINION in a paragraph of about 100 words and use the learned expressions:

Note: Please complete the activities in a class notebook or Word document.

Congratulations, dear students, you have successfully accomplished the activities and content planned for unit 1. You are invited now to continue working hard in the acquisition of the upcoming activities, content, and exercises from unit 2.



Week 3

Unit 2. Fraud and its consequences

Dear students, this unit is related to fraud, that is, the crime of getting money by deceiving people and similar crimes, and some consequences. Both skills, listening and speaking, are going to be developed by identifying main ideas from details, inferring information, distinguishing intonation, and evaluating information. These activities

will help us develop our ability to state and support opinions and criteria in the different dialogues and discussions. Let's begin this unit by developing the following listening exercises:

Focus on listening

Before getting into the first topic, let's review some terms that you are going to find throughout the unit. For example, "Identity theft" takes place when thieves steal personal information. When thieves get this information online, this action is called "phishing". Phishing, therefore, is an attempt to trick someone into giving information over the internet or by email. Crimes of this kind are increasing in number around the world; therefore, we need to know the best ways to get protected. Now please check in the textbook the vocabulary of unit two.

Next, you can solve the following **matching game** to check how much you remember from the new words reviewed in the textbook. Avoiding Identity Theft

Avoiding Identity Theft

Let's move into the preview section. Here you can predict what the content of the listening exercise will be about. By predicting, we understand the topic and the purpose of the activity better. You are going to listen to a story about something that was stolen. After that in the same textbook, please find the main ideas and details about the story.

2.1. Inferring emotion from intonation

Regarding *Inferring Emotion from Intonation* as Solorzano & Schmidt (2020) explain, speakers rise and fall their intonation to express their feelings. When we report information, we usually show no emotions and the pattern of the intonation remains even (at the same level) and then it slightly falls when we finish the statement; therefore, there is not a considerable rising or falling of the voice. On the other hand, to show surprise, our intonation considerably rises and falls and we do so to show an emotion. Consequently, we have to notice that it is possible to infer a speaker's emotion by paying attention to intonation.


On the topic of inferring emotion from intonation, you can get some additional information in the video [Intonation for Strong Emotions](#). Pay attention to the examples provided.

Then have some practice by developing the exercises proposed in the textbook. You have to identify if the speaker is reporting information or if the speaker is expressing surprise.


2.2. Intonation for Yes/No and Information Questions, Imperatives, and Tag Questions

Some researchers such as Kelly (2000) explain that many attempts have been made in order to show connections between intonation patterns and particular grammatical structures, but they have gotten to some generalizations rather than to some rules. The following explanation for intonation of some grammatical structures is summarized here, and it will guide us in making appropriate choices with regard to intonation and grammar.

Regarding **Yes/No Questions** or questions that expect a yes/no answer, when asking a question, the intonation tends to rise or go up until the last moment the speaker asks the question. Example:

Do you understand the explanation? 

For **Information Questions**, on the other hand, with Who, What, Where, etc., the intonation tends to fall. Example:


Where do you live? 



Let's get some practice by watching the video [Question Intonation](#).

Talking about **Imperatives**, when we make commands, generally the intonation goes down or falls. Examples:

Sit down. 

Open your books. 

Leave it on the table. 

Also, in most statements or sentences the intonation falls:

He lives in London. 


Finally, as regards **Tag Questions**, there are two kinds of intonation:


1. When we make a tag question **expecting agreement**, the intonation falls. This kind of tag question is more like a comment than a question.

You are Canadian, aren't you? 

It's hot today, isn't it? 

2. When we make a tag question **showing less certainty**, because we need more information, the intonation rises. We are really asking the question and the intonation rises as when we ask yes/no questions.

Your plane leaves at six, doesn't it? 

I didn't forget anything, did I? 



Let's have some practice by watching the video [Intonation of Tag Questions](#) where you can identify the intonation in tag questions. Notice that the first part of the sentence always has a falling intonation and then intonation may rise or fall depending if it is a comment or a real question.

I didn't forget anything, did I?  

It's hot today, isn't it?  



Remember that usually the intonation may fall or rise depending if the speaker gives a comment (expects agreement), or if the speaker is asking a real question and shows less certainty (checks information).

2.3. Grammar: Modals of Request

Celce-Murcia & Larsen-Freeman (2016) explicate that making requests is a social function of some modal verbs. These can be requests of a general nature like in the following examples:

Would you help me with this math problem?

Could you help me distribute this report for me?

Can you drive me to the doctor?

Will you pick up some groceries?

Or specific requests for permission:

May / Might] I leave the room now?

Can / Could]

We use the modals *would*, *will*, *could*, and *can* to make a **request**. We use *would* and *could* to soften requests or to be more polite.

Example: David, can you mail this letter for me?

Ms. Rodriguez, could you mail this letter for me? (more polite)

To avoid sounding abrupt or aggressive when making requests, therefore, we can soften requests by employing *could* instead of *can* and *would* instead of *will*.

Could I talk to you for a minute?

Would you open the door?

On the other hand, when **asking for permission**, *may* or *can* are socially significant:

May / Can I talk to you for a minute?

Some **short** possible **answers** to requests can be the following:

Affirmative:	No problem.	Negative:	Of course not.
	I'd be glad to.		I'm sorry, (but) I can't.
	Not at all.		I'm afraid I can't.

For example: Would you pick up some groceries?

No problem. I'm sorry, but I can't.

I'd be glad to. I'm afraid I can't.

Also, the present tense forms can be used in responses to requests:

To general requests: Yes, I can / could; No, I can't / couldn't.

Yes, I will / would; No, I won't / wouldn't.

To requests for permission: Yes, you may / might; No, you may not / might not.

Yes, you can / could; No, you can't / couldn't.

Finally, there is a modal-like phrase which can be used to make a polite request (Fuchs, Bonner, & Westheimer, 2017):

Would you mind turning down the volume?

The auxiliary **do** serves as an informal, direct, and less polite substitute for *would* in this same request:

Do you mind turning down the volume?

Exercise:

Circle the correct word or phrase to complete the statements in the following conversations:

A. Would you mind *to turn / turning* off the TV? I'm trying to read.

B. *Yes, I would. / I'm sorry I can't.* I need to watch the news for an assignment.



A. Thank you Mr. Smith for the ride. It snowing hard. *Will / Would* you send me a message when you get home?

B. *No problem. / Of course not.* I'll probably be home by nine.

A. Bobby, *do you mind / would you mind* buying some groceries on the way home? I can let you go out with your friends afterwards.

B. *Not at all. / Yes, I could.* What do you need, mom?

Note: Please complete the activities in a class notebook or Word document.

In the previous exercise, check if the conversation is between people that know each other, or if the way to make a request should be formal.



Week 4

Focus on speaking

In this section, in order to develop your speaking skills, you are going to learn how to make suggestions and to highlight important information with word stress. Furthermore, for all the speaking exercises that you have in this unit, you will have to collect and evaluate information regarding the topics that we are going to discuss, especially during the tutorial sessions, in order to have enough information and knowledge about the topics and be able to support opinions and criteria.

2.4. Making suggestions

When we make suggestions, we mention an idea, possible plan, or action for other people to consider; moreover, we give ideas about what we think other people should do (Solorzano & Schmidt, 2020). Making suggestions is a major system in the social interaction. Suggestions can be stronger or weaker, and the order depends on the speaker's degree of authority or the urgency of the advice. There are a number of expressions we can use to make suggestions:

How about watching a movie tonight?

What about opening your gift now?

or:

How about I bring some soda for the party?

How about and *what about* + a noun phrase can also be used to make suggestions about food, like an invitation.

Ex: *How about* pizza for lunch?


What about some coffee?

Table 2.
Strong Suggestions and Weak Suggestions.

Strong suggestions	(We) should (definitely)___	We should definitely go.
	(We) (definitely) shouldn't ____	He shouldn't go.
	Let's (not) ____	Let's not argue about this.
	I think / don't think we should ____	I don't think we should marry.
	Can't (you) ____	Can't you finish your supper?
Weak suggestions	One option is to ____	One option is to wait for a little longer.
	(We) might (not) want to____	I thought we might go to town to see your mother.
	(We) could ____	
	Why don't (we) ____	We might want to go to town to see your mother.
	What do you think of ____	
	How about ____	You could wear your red dress.
		Why don't you get some sleep?
		What do you think of travelling?
		How about travelling abroad?

Exercise:

In the following pairs of suggestions, choose the one that is stronger:

- 
1. a. Let's take a guided tour.
 b. How about taking a guided tour?
 2. a. We might want to buy some groceries.
 b. We should definitely buy some groceries.
 3. a. I think we should eat at the hotel.
 b. One option is to eat at the hotel.
 4. a. You could check if all your documents are in your wallet.
 b. Let's check if all your documents are in your wallet.
 5. a. What do you think of interviewing the victim?
 b. I don't think we should interview the victim.

Note: Please complete the activities in a class notebook or Word document.

2.5. Highlighting important information with word stress

The purpose of sometimes emphasizing or highlighting certain words is to get the listener to focus on important information. People on TV, radio shows, internet or television ads, and actors, in general, do that. The same pattern occurs in everyday communication, we stress key words to make our meaning clear.

How do we get that effect? To highlight or emphasize a word, we say the word louder, with a higher pitch or tone, and we make the word sound longer.

The words that we know in speech as content words are the ones that are typically stressed (Kelly, 2000); those are verbs, nouns, adjectives, and adverbs, whereas function words are typically weak (prepositions, conjunctions, articles).

Exercise:

Listen to a **commercial** for Mistyland, a vacation resort. The purpose of this listening activity is to identify the function of word stress in order to highlight important information. Underline the words that the speaker highlights.

Commercial:



- **Wife:** I just love Mistyland. Our condo is so cozy and clean.
- **Husband:** And low maintenance. There's nothing to do!
- **Wife:** In fact, the only thing you can do at Mistyland is relax.
- **Husband:** And it has the most amazing golf course! I've never seen such vibrant green grass.
- **Wife:** Or such beautiful blue skies. This place is absolutely dreamy!
- **Husband:** Come to Mistyland – for your dream vacation.

Note: Please complete the activities in a class notebook or Word document.



Remember that the words that are most frequently highlighted are the ones that carry meaning the most; those can be nouns, adjectives.



Recommended learning activity

Fill in the blanks with your own ideas for a commercial. Underline the words you will highlight.

I just love my new _____! (for example, car/phone/house)

It's so _____ and _____!

And it has the most amazing _____.

It's absolutely _____!

Say your commercial out loud. Do not forget to highlight the words you underlined.

Note: Please complete the activities in a class notebook or Word document.

Dear students, now you can take Self-evaluation 1. The knowledge you have acquired so far regarding vocabulary, grammar, and the strategies learned to enhance listening and speaking skills will be evaluated here. This evaluation is not graded; however, it will be useful to help you measure how much you have advanced in this course.



Self-evaluation 1

Circle the letter with the correct answer:

1. A piece of cloth supported by poles and rope that is used for sleeping outside.
 - a. stage
 - b. ration
 - c. tent
2. A step in a longer process.
 - a. experience
 - b. stage
 - c. terrain
3. To get into something is:
 - a. To become interested in
 - b. The ability to do something difficult or stressful
 - c. To defeat or succeed in controlling or dealing with something
4. The amount on a bill that you have to pay for something:
 - a. purchase
 - b. charge
 - c. complaint
5. Something that has been bought.
 - a. purchase
 - b. charge
 - c. complaint

6. The action of making a statement in writing explaining that something bad or illegal has happened.
 - a. to confirm
 - b. to expose
 - c. to file a complaint
7. To do what is necessary to solve a problem.
 - a. get into
 - b. confirm
 - c. deal with
8. What are the transition words that add information?
 - a. furthermore, moreover, besides
 - b. however, in contrast, whereas
 - c. due to, being that, because
9. **Infer** what the title of the following story tells us about the message of the story: "The Happy Prince".

The following excerpts about the story will give you a better idea: "High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt. ... One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, ... Then he saw the statue on the tall column. "I will put up there," he cried; "it is a fine position, with plenty of fresh air." So, he alighted just between the feet of the Happy Prince. "I have a golden bedroom," he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him. "What a curious thing!" he cried; "there is not a single cloud in the sky, ... The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

- a. All princes are happy.
- b. This Prince at some point of his life was not happy.
- c. Richness makes people happy.

Complete the sentence with **used to** or **would**. Remember that in some cases, you can use either one.

10. My brother _____ play football when he was at school.
11. I _____ be really thin when I was a child.
12. As a child, I _____ sit in class dreaming of romance.

Choose the right **modal of request** to complete the sentence:

13. _____ I be excused from the class this afternoon, please?
 - a. Should
 - b. May
 - c. Must

Complete the following conversation with the appropriate modal of request. Check if the conversation is formal or informal and direct:

14. A: Danny, _____ going to the post office for me? I can let you play video games for an hour after that.
 - a. Could
 - b. Do you mind
 - c. Would you mind
15. B: _____. What else do you need, dad?
 - a. Yes, I could.
 - b. Yes, I would.
 - c. Not at all

Good job! You have successfully accomplished the activities and content prepared for unit 2. You are now invited to work on the contents and exercises of unit 3 about an updated and interesting topic as it is Space exploration.

Answer Key



Unit 3. Space and planets

Dear students, this unit is related to Space Exploration. Listening and speaking skills are going to be developed by identifying main ideas from details, inferring information, distinguishing intonation, and evaluating information. These activities will help us develop our ability to state and support opinions and criteria in the different dialogues and discussions regarding the topic of this unit. As usual, we are going to begin by developing some listening exercises:

Focus on listening

Have you thought why humanity has explored space? What kinds of space exploration are there? These are some questions we can begin to think of, because we will get the answers as we develop the activities in this unit. What do you think is the purpose of space exploration? I dare you to write your predictions:

Note: Please complete the activities in a class notebook or Word document.

Now, please review in the textbook the information about Ecuador's Satellite Hit by Russian Spacecraft, and match the words with the definitions.

Next solve the following **multiple choice quiz** to check how much you remember from the new words reviewed in the textbook.

Space and planets

Let's move into the preview section where we can predict what the content of the listening exercise is about. In this case we are going to learn about the Space junk problem. Remember that by predicting, we understand the topic and the purpose of the activity better. You have to listen to the excerpt from a report in the textbook and answer whether you think Space junk is dangerous or not and explain why.

Well, regarding the extract from the report we just heard, it seems that Space junk can be dangerous because it can be large, and where it may land on Earth is hard to predict. Also, we don't currently know the full extent of

how much Space junk there is. Now, please listen to the whole report and get ready to identify main ideas and supporting details by developing the exercises in the textbook.

3.1. Inferring factual information from context

Dear students, first of all, let's review the meaning of inference: An inference is a guess that you make or an opinion that you form about something that has not been explicitly stated based on the information that you have. Inferring, the action, means, to form an opinion or guess that something is true because of the information that you have, and also, "infer" is to reach an opinion from available information or facts (Cambridge Dictionary, 2022). Now, let's apply the concept in the following exercises.

Having in mind the explanation that Solorzano & Schmidt (2020) state in the textbook: "A speaker may give facts indirectly. The listener can infer the facts based on the context," please read and listen to the example about Michaela Johnson correcting the reporter. When Michaela says "we", she means "we, the scientists", and now we know that scientists prefer to call it "orbital debris" rather than Space junk. Listen to the excerpts in the textbook and choose the correct answer, also write the key words that helped you guess the facts that were not explicitly stated. Key words can be related to size, the fact that no one has been injured, and problem, for example, among other words.

Now that you have some practice applying this strategy, let's analyze the process we have followed in order to infer factual information from context. In the following activity, after reading the given information, we have to guess what Mike's occupation is.

This is the **context**: Mike gets up very early every morning. When he is in duty, it does not matter the day, he takes a shower, puts on his uniform, and goes to patrol the city to keep citizen security.

Factual information to be inferred is missing: What is Mike's occupation?

Key information provided = context (given information)

Inferring process: By using key information from context: getting up early, no matter the day, wearing a uniform, patrolling the city, and keeping citizens secure.

Conclusion: It can be inferred that Mike is a **police officer**.



Recommended learning activity

You have learned a new strategy to improve listening skills. Let's put that knowledge into practice by developing the following exercise.

Inferring Facts from Context ([Inferences Worksheet 1](#))



Remember: INFERENCE is a conclusion made about something that has not been explicitly stated. CONTEXT is the written or oral key information; and FACT is the missing information to be concluded based in context.

Finally, you can get in the following link called [Making Inferences](#) and develop the same exercise online; it is fun and you can guess the answers by yourself more easily. Here you have some clues: Probably the kind of job they talk about in the first passage is one that requires people to get dirty. Think about the weather in the second passage and about the evidence in the third passage, and finally, on the fact that the children in the class were allowed to distribute cards to the ones they liked the most because it was a special day, regarding the last passage.

3.2. Recognizing and understanding pronoun references

Talking about texts in general, and when we listen to any discourse the same rule is considered: after a person, thing, or idea has been mentioned, it is usual to use a pronoun to replace the noun, or the name of that person, thing, or idea, in the subsequent sentences. As Solorzano & Schmidt (2020) explain, speakers use pronouns such as I/me, he/him, she/her, we/us, they/them, you, it, this/these, that/those to refer to the person/people, thing/things, idea/ideas aforementioned. What is important is to identify which people, things, or ideas a speaker is referring to, and that is the strategy we are going to practice now. The characteristic of some pronouns is that

they alter their meaning to match the antecedent, the word that the pronoun replaces. That is why sometimes, problems may occur when the antecedent is unclear or missing.

For example, the following information can be confusing when we do not know who the pronoun “her” refers to: You should hear **her** purr (the cat’s purr); however, it can also be a car’s engine. “Her” in this case can refer to an animal or a vehicle. In these cases, it is recommended that we revise the sentence and replace the pronoun for a clearer specific noun. “You should hear her, my cat, purr”.

When a sentence has two or more antecedents with the same gender, pronoun confusion can occur. For example: Paul told Michael that Professor López suspected that **he** cheated on the exam. In this case “he” refers to who: Paul or Michael? If there is not a clear antecedent, it is going to be difficult to identify who “he” refers to. To fix a pronoun reference ambiguity, we can revise the sentence and replace the pronoun for a clearer specific noun: “Paul told Michael that Professor López suspected that Michael cheated on the exam”.

Using a possessive noun as an antecedent can also be confusing because possessive nouns function as adjectives, not as nouns. For example, if we use the following possessive noun in a sentence as an antecedent: Kevin’s fingers ..., our listeners are going to get confused whether the pronoun “he” refers to the noun Kevin or to the fingers: Kevin’s fingers were strumming the guitar when **he** winked at Lilian. Certainly, it is not the fingers those that winked Lilian. If we refer to Kevin, therefore, we have to use a specific noun: “Kevin’s fingers were strumming the guitar when this young man winked at Lilian”, or this other sentence can also be correct: “As Kevin strummed the guitar, he winked at Lilian”.

Another example of correct use of pronouns can be: I never ride roller coasters because they make you get sick. Correct: “**I** never ride roller coasters because they make **me** get sick”.

Finally, remember also what Solorzano & Schmidt (2020) state: “A pronoun may refer to something mentioned before or to an idea that is not directly stated.” Now, read and listen to the example in the textbook; after that to the excerpts and say what the pronouns refer to. The pronouns can refer to a place or group of people, what people can do or think about. Now let’s finish this listening section with some grammar revision.

3.3. Grammar: Future Tense and Future Time Clauses

Future Tenses

Future simple: will

Stanton & Stephens (2001) explain that we can use the future simple:

- For predictions about the future when there is no present evidence. Ex: I believe life will be better in a future.
- For decisions or offers made at the time of speaking (sudden decisions). Ex: So, we are going to have a party. I'll bring the cake.
- For promises, threats, offers, or requests. Ex: I won't forget, I promise. I'll never go back there anymore! She'll help you with the homework. Will you lend me your car?

going to

According to Stanton & Stephens (2001), we use *going to*:

- To predict events from present evidence. Ex: It's cloudy outside. It is going to rain for sure.
- For plans and intentions. Ex: I am going to travel around Europe after I graduate.

Present continuous

Regarding the present continuous, we can use it:

- For definite future arrangements. Ex: What are you doing tonight? I am watching television tonight. She is starting university in October.

Present simple

Finally, we use the present simple:

- For timetables or scheduled events. Ex: The plane leaves at 7 p.m.
- After time expressions: as soon as, before, after, until, when, while. Ex: I'll call you as soon as I finish.

Exercise:

Let's complete the conversation with the correct form of the verb in parenthesis:

A. (1) _____ you (do) _____ anything tomorrow?

B. I haven't decided yet. Maybe I (2) _____ (stay) at home.
What about you?

A. I (3) _____ (play) soccer with Ben and some friends. In
the evening we (4) _____ (go) to the movies.

B. Have you heard the weather forecast? It (5)
_____ (rain) all day tomorrow.

A. I guess we (6) _____ (not/be) able to play soccer then.
What are you going to do next weekend?

B. We (7) (travel) to Cuenca to visit our
Grandmother. Probably you will be able to go to the movies.
What time (8) _____ the film (begin) _____?

A. It (9) _____ (begin) at 6 p.m.

B. Well, (10) _____ you _____ (say) "hello" to Ben for me? I
hope you have fun tomorrow.

Note: Please complete the activities in a class notebook or Word document.



In order to choose the correct form of the verb, you have to identify if the action refers to a definite arrangement, a decision at the time of speaking, a prediction, a plan or intention, a timetable, or a request.

Future Time Clauses

We use a future time clause to show the time order between two future events.

Table 3.
Future Time Clauses.

Main Clause	Time Clause
I will get a job	<i>when</i> I graduate.
I am going to get a job	<i>after</i>
	<i>as soon as</i>
	<i>before</i>
	<i>until</i>
	<i>while</i>
First, I'll graduate.	Then I'll get a job. (when, as soon as, after)
First, I'll get the job.	Then I'll graduate. (before, until, while)
The time expression shows which of two future events will happen first.	
A future time clause is about a future event, but if you notice the verb is in the simple present. Ex: She's going to move after she graduates. We'll miss her when she leaves.	
Position:	
You can place the time clause at the beginning of the sentence or after the main clause.	
She'll look for a job after she graduates. (after the main clause)	
After she graduates, she'll look for a job. (at the beginning of the sentence)	

Exercise:

Combine the pairs of sentences with the time expression in parenthesis.



1. I have exciting plans for the summer. The semester will end.
I'm going to go on vacation. (when)
2. They'll drive all day. Then it will get dark and they'll stop driving.
(until)
3. To pass the time, she's going to listen to the radio. At the same time, she's going to drive. (while)
4. We'll stop for lunch. We'll find a good place to eat. (as soon as)
5. He'll leave the city in the morning. The traffic will get heavy.
(before)

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

Let's continue practicing future tenses. Circle the correct form of the verb in the following sentences in order to complete the conversation.

Brenda: Are you excited about the baby?

Susan: Yes. I can't believe I (1) *will be* / *am going to be* / *am* a mother.

Brenda: That is exciting. Are you going to take classes next semester?

Susan: Probably, I (2) *won't be* / *am not going to be* / *am not* able to take any class.

Brenda: When does winter semester start?

Susan: It (3) *will start* / *is going to start* / *is starting* / *starts* on January 15th.

Brenda: What are you going to do this weekend?

Susan: We (4) *will stay* / *are going to stay* / *are staying* / *stay* home for sure.

Brenda: Because I would like to come visit you with Mike if you do not mind.

Susan: Sure. I (5) *will cook / am going to cook / am cooking / cook* some lasagna. Peter (6) *will be / is going to be / is* really glad to have you both here.

Note: Please complete the activities in a class notebook or Word document.



Remember that *going to* is used to predict events from present evidence; “*will*” is used for predictions about the future when there is no present evidence; the simple present is used for timetables; the present continuous is used to talk about definite arrangements; and “*will*” is also used for sudden decisions.



Week 6

Focus on speaking

In this section, in order to develop your speaking skills, you are going to learn some strategies to keep a conversation going, and overall, you are going to think about what should be done previously and while you give a presentation, and in fact, in this unit you have to prepare a presentation of your own. As usual also, for the tutorial sessions, you have to keep on collecting and evaluating useful information about the topics that you are going to discuss and be ready to support your opinion and criteria with good arguments.

3.4. Keeping a conversation going

Solorzano & Schmidt (2020) explain that to keep a conversation going, both speakers need to demonstrate that they are listening, and sometimes encourage the other person to keep talking.

Therefore, it is important to **show that you are listening**. How can you do that?

Using some expressions, and rising or falling the intonation, such as it is demonstrated in the following example:

Lisa: Can you help me turn on this machine, please?

Jodie: Yes, of course.

Okay (OK) ... (rising)

Jodie: OK. It may sound complicated, but it is very simple in fact.

Uh-huh ... (rising)

Lisa: Uh-huh. So, how does this work?

Jodie: You have to push this button.

Right (falling)

Lisa: Right.

Jodie: And that is how it turns on.

Wow! (falling)

Lisa: Wow! It's easy!

Yeah ... (rising)

Yeah, it's an old machine, but it still works well.

Also, it is important to **encourage the other speaker to keep talking**. For that you can use the following expressions:

Yes. Go on. (falling)

And? (rising)

So? (rising)

And then what? (falling)


So, what did you do? what did you say? what did he/she do? what did he/she say? what happened next? (falling)

Example:


Glenda: I had a fight with my sister, and we haven't spoken since. I'm upset, and I don't know what to do.

Lucy: Tell me what happened.

Glenda: Well, we were talking about what to do for our parents' anniversary.

Lucy: Yes. Go on. 


Glenda: She plans to hire an event planner and I want to do everything on our own, the way our parents like parties.

Lucy: And? 

Glenda: Of course, she didn't want to listen to me because she said that she is really busy.

Lucy: So? 

Glenda: We began to argue and we didn't get to any agreement.

Lucy: So, what are you going to do? 

Glenda: I don't know.

Lucy: Listen, I can talk to her. I can tell her that your parents most probably would like something you have done on your own, not matter it is simple.

Glenda: Okay. I will let you try and see what happens then.



3.5. Giving a presentation

An oral presentation should be designed to help you present yourself and your materials effectively and enjoyably (Pope, 2012). The purpose of an oral presentation is to inform and stimulate an audience. Let's begin by explaining what **SHOULDN'T** be done in a presentation. For example, avoid reading from a script, word-for-word, with head down and without eye contact; a presentation like that is dull and boring. A presentation **SHOULD**, therefore, be live, face-to-face and provoke a live response from the

audience. Audio-visual aid is allowed and can be very useful; these can be hand-outs, data projection, images, or recorded sound.

Before collecting, reviewing, and organizing the material that you are going to present, first of all, you have to think about the **purpose** of your presentation and your **audience**. **Purpose** and **audience**: Who they are, that is, the ones I am going to talk to. This is important because it makes me think on the way I am going to address them, the words I am going to use. What exactly is the aim and purpose of my presentation? The aim is to inform, but exactly what topic, and specifically what part or parts; how am I going to do it and why?

There are some more aspects we should consider before giving the presentation, while giving the presentation, and after giving the presentation, and those are described as follows.

Before the presentation

- Collecting the material:
Part of collecting the material is taking and making notes. Pope (2012) explains that the two actions are different. Taking notes means “transferring” the same author’s words to your page, or recording other people’s words exactly the way you hear them, or as you find them. On the other hand, “making notes” means “transforming” the words that you find or hear into your own words or terms, so as they can help you develop your own ideas. In other words, you register the sense you make of other people’s words. This is the gathering stage, in which you collect as much information as you can about the topic that you are going to present. You can visit a library, and if you search the web, look for reliable information from scientific sources (journals, magazines, scientific blogs or webpages). All the ideas can be brainstormed and listed. Then you have to separate the main ideas from the supporting details (remember details can be examples, facts, statistics).

- Organize the presentation:

Let’s suppose that you are going to talk about the benefits and problems caused by Space exploration. Then, you can think about giving a brief introduction to the topic, talk about the benefits and then about the problems of space exploration and each time, give arguments, good examples and good support to what you are informing. Of course, reviewing the vocabulary studied for the topic

is going to help you use the appropriate technical words to explain something. Before the day you give the presentation, you should have your script organized and ready as well as the material that you are going to use. Remember, however, that you should keep eye contact with your audience; therefore, you have to rehearse in advance what you are going to say, and use your notes only to find some key words or ideas.

During the presentation

Your notes should be ready. You can look at some specific parts in your notes that can help you as clues to start, then, to continue and connect one idea with the following, until you get to the conclusion or final part of your presentation; at the end you can give a brief recommendation.

First, greet your audience before beginning. Next, you can open saying something interesting in order to prepare a good atmosphere or “break the ice”. It can be a quotation, a question, or you can use an image as a visual aid. Get into your talk. Leave time for yourself to breathe, relax and pace yourself, walk around and enjoy. To speak with appropriate pacing, you have to practice the presentation in advance, so that you can speak fluently, without hesitation at the moment you give the presentation. Pause between ideas and at the end of sentences. To finish your presentation, better than stopping abruptly, you can move your presentation to a firm close, Pope (2012) recommends. To finish up, you can recall the information that you gave in the introduction, you can give your conclusions to the topic and recommendations, or if it is possible, you can set up a discussion. However, most of time, presentations finish after the speaker gives an answer to questions and doubts from the audience, or it can be the speaker who on purpose asks questions to the audience.

Finally, getting some feedback from the audience and organizers is important. It is always good to know how well the audience received the information that you gave them, how much they enjoyed, and how much they learned from you. Assessment is useful **after giving a presentation**; it can help you improve your weaknesses and do it better next time.



Recommended learning activity

In the following exercise, by dragging the parts, you will have to put a conversation in order. This exercise will help us review the topic *Keeping a conversation going*. Please pay special attention to the expressions that help us show the speaker that we are listening and the expressions that encourage the other speaker to keep talking.

Keeping a conversation going

So, did you notice the useful phrases used for keeping a conversation going in the conversation you organized? Here, I am going to list some for you: So, what's new?

Let me think ... Nothing much. Anyway ... How about you? By the way, I wanted to ask you ... I know what you mean. Really? Wow!

Good job!

You have successfully accomplished the activities and content prepared for unit 3. You are now invited to work on the contents and exercises of unit 4 about the power of words and language.



Week 7

Unit 4. Language and its power

Dear students, this unit is about persuading a person, people, or an audience with words. In fact, Aristotle, two thousand years ago, gave us a treatise about how to persuade and get what we want, and since then we have "Rhetoric," which is the art of persuasion. If we learn how to use words effectively, we will be able to get what we want; that is what persuasion is for, and that is the purpose of the speech given by a politician or a salesperson, as well as the different talks people in general give or the advertisements. This art specifically uses effective or persuasive speaking or writing, with the use of figures of speech and other techniques. You can find all the information about language and its power while developing the activities in this unit. In unit 4 as in the rest of units, we will be identifying the meaning

of new words, main ideas from details and we will also infer and evaluate information. These strategies are useful to develop our listening and speaking skills. Now, let's do the following listening exercises:

Focus on listening

Within the terms that we need to know, we should think about the difference between "persuading" and "convincing". Persuade means to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it. Ex: If she doesn't want to go, nothing you can say will persuade her (Cambridge Dictionary, 2022). On the other hand, "to convince" is where we want to get by persuading. Convince means to persuade someone or make someone certain about something. Ex: He managed to convince the jury of his innocence (Cambridge Dictionary, 2022).

Now please review the new words in the textbook. Read about Corporate Euphemisms, the article where you are going to find the new terms. Then, choose the correct definition for each word.

Next, move to the preview section. In this section we can predict what the content of the listening exercises will be about. By predicting, we understand the topic and the purpose of the activity better. According to the exercise, we should listen to an excerpt from a lecture. First, I believe we should understand what the term "lecture" means. A "lecture" is a formal talk on a serious subject given to a group of people. Also, lectures are the conference classes some professors give to big groups of students, usually at an auditorium. In the preview section you have to guess the purpose of this lecture. The purpose of the lecture is to explain why people use corporate euphemisms. Then you have to listen to the whole story and get ready to identify main ideas and supporting details in the textbook.

4.1. Inferring a speaker's purpose

Have you thought that when speakers make a statement, there is always a specific purpose in what they say? Well, Solorzano & Schmidt (2020) state that a speaker always has a specific purpose for making a statement. Even babies that are not able to make complete sentences, clearly show what they want when they utter something. A speaker can contrast two ideas, define or describe something, or persuade the listener to agree with an idea. On the other hand, the listener can infer the purpose of the speaker by paying


attention to the context. Therefore, it is important to be able to identify the purpose of a statement, so that you can understand the speaker's overall intended meaning, as Solorzano & Schmidt (2020) explain.

Do the exercise in the textbook regarding the topic of inferring a speaker's purpose, and also listen to the excerpts. You have to identify what the speakers' purpose is. The real purpose can be to define certain terms. People sometimes use euphemisms to avoid saying an unpleasant or offensive word. Besides giving the real meaning of the terms, the speakers in the previous exercises may want to persuade the listener the negative connotation of those terms. Using euphemisms or doublespeak is not honest, the speakers are trying to explain.

In addition to the strategies we have reviewed to develop our listening skills, Grammar revision is important; therefore, we are going to study *Modals of Permission* at this moment.

4.2. Grammar: Modals of permission

Fuchs, Bonner, & Westheimer (2017) explain that we can use the modals **can**, **could**, and **may** to ask for permission. *May* is more formal and polite than *can* and *could*. We can use it when we are speaking to a person in authority like a teacher, a police officer, doctor, counselor, etc.

More formal	May we leave the classroom, Professor Ramirez?
	Could she come tomorrow?
Less formal	Can I borrow your pen?

We often use *please* when we ask for permission. Notice the word order: Could I go with you, please? Could I please go with you?

When we refuse permission, we usually apologize and give an explanation: Can I please use your phone? I'm sorry, but it is not working well.

There are several ways to answer when someone asks for permission. Usually we do not use modals in answers, we rather use informal expressions: Could I close the door? Sure. *or* Of course. *or* Go ahead.

Answers such as *No, you can't* and *No, you may not* don't sound polite; in fact, people use them when they are angry. Ex: Can I go out? No, you can't. It's late already.

Most commonly we use **can** in an affirmative answer; we do not use *could* and we rarely use *may*: *Could* I borrow this pen? Yes, of course you **can**. May I go outside? Sure, you can. **or** Yes, you may.

Finally, we use **do you mind if** to ask for permission when the action may annoy someone: Do you mind if I wash the dishes later? No, I don't. You can wash them later. We do not use *please* with *do you mind if* ...

Do you mind if I ask a question? "Not at all. **or** No, I don't." really means "It's okay."

When we refuse permission, we can say "Yes, I do", but we really mean "It's not OK." Ex: Do you mind if I ask a question? Yes, I do. (It's not okay that you ask a question).

It is more common when we refuse permission to apologize and give an explanation when we use *do you mind if*: Do you mind if I ask a question? Sorry, but this is a personal issue.

Exercise:

Unscramble the words in parentheses to complete the conversations.

1. A: The cookies you made look good. _____
_____? (I/could/have/one)

B: _____! (course/of)

2. A: My parents would like to stay a little longer.
_____? (you/mind/they/do/if/hang
out/until/here/ 9 p.m.)

B: _____ . (at/not/all)

3. A: I have just run out of sugar. _____ ?
(yours/use/I/please/may/of/some)

B: _____ . (can/sure/you)



4. A: _____? It's cold. (you/
window/I/do/if/close/mind/the)

B: _____. (don't/I/no)

5. A: _____? (I/heat/turn up/can/
the)

B: I'll be too hot if you do it, but _____.
(borrow/can/my/you/sweater)

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

You are now going to infer the speaker's purpose in the following paragraph by choosing the statement that is true. In the same paragraph, please underline the *modals of permission*.

Always Ask First

Heather immediately liked Tara, her neat, non-smoking college roommate. Their first week together was great. But the second week, the cookies from Heather's mom disappeared. Tara didn't ask Heather, "Could I have one?" She just assumed it was all right. Tara's friends always helped themselves to food without asking permission. The third week, Tara looked annoyed whenever Heather's friends stopped by to visit. Heather never asked Tara, "Hey, do you mind if they hang out here for a while?" At home, Heather's friends were always welcome. By October, Heather and Tara weren't speaking to each other.

Which statement is true?

1.
 - a. Tara and Heather didn't get along at first.
 - b. Tara and Heather have always gotten along well.
 - c. Tara and Heather got along at first but had differences later.
2.
 - a. Neither roommate became annoyed when the other didn't ask permission.

- b. Each roommate became annoyed when the other didn't ask permission.
 - c. We don't know if the roommates became annoyed with each other.
- 3.
- a. Tara and Heather should agree to set up informal "visiting hours".
 - b. Tara and Heather shouldn't agree to set up informal "visiting hours".
 - c. Tara and Heather agreed not to have visitors anymore.

Note: Please complete the activities in a class notebook or Word document.

In conclusion, the purpose of the speaker in the previous paragraph is to explain that it is always good to ask for permission first, not to annoy the people who live with you. According to what we know from the paragraph, both friends can be annoyed.

Focus on speaking

In this section, in order to develop your speaking skills, you are going to review another strategy related to oral presentations, which is using eye contact in a presentation. In addition, you will review some persuasive techniques used to sell products. For all the speaking exercises in this unit, you will learn how to collect and evaluate information, for the tutorial sessions and also, this time, to give a speech and support your ideas with convincing arguments and information.

4.3. Using eye contact in a presentation

According to Solorzano & Schmidt (2020), when giving an oral presentation, eye contact is important for the following three reasons: First, it creates a connection between the speaker and the listeners. Expert skill trainers in the fields of communication, public speaking, sales, and leadership state that meaningful eye contact with the audience is necessary to enhance our impact as presenters or speakers, and persuade others to see our point of view. Eye contact builds rapport with the audience, keeps them engaged with the presentation, and gives them a sense of involvement. Second, it shows that the speaker is confident; in other words, he/she projects authority and confidence because of a sustained and focused eye contact. That is

possible when the speaker or presenter knows in detail about the topic. Eye contact can communicate confidence and conviction. Third, it helps the presenter speak more naturally, instead of reading. When you look at someone in the eye, you will naturally slow down your speech, which will make you sound more authoritative and natural. Focusing your eyes on different people in the audience will help you calm down, clear your mind, and concentrate on your message.

Solorzano & Schmidt (2020) also mention some tips to make eye contact with a group:

- Look into the eyes of one person to say a complete thought (usually a sentence). Then look at a different person.
- Pause and look at the information in your notes. Then look up and speak to your audience.
- Use key words in your notes, or phrases, abbreviations, or even drawings as an eye, for example. Don't write complete sentences. Sentences will cause you to read instead of looking at your audience. You can pause to look down at your notes, but quickly look back at the audience.

In conclusion, when you look someone in the eye, they are more likely to look back at you; they are more likely to listen to you; and they may feel more likely to buy something from you.

4.4. Understanding the persuasive techniques used to sell products

In fact, advertisements were created to persuade people to buy a product or service, but not just advertisements. There are other tools salespeople use to show and sell their products, such as, for example, they can use speeches in front of an audience or in front of a specific group of people to display, show, or demonstrate a new product they want to sell, a new discovery, let's say, a new medicine that has been invented to cure some disease.



Regarding persuasive techniques to sell products, in the following [REA \(Recurso Educativo Abierto\)](#) [OER \(Open Educational Resource\)](#), the speaker is going to give you five practical strategies to sell anything to anyone. Please listen to the advice the speaker gives, because, in this unit, you have to prepare a persuasive speech to sell a product.

After watching the video, you will be able to include some strategies to sell a product in the speech you have to prepare as an assignment for this unit.

Solorzano & Schmidt (2020) include the following list, from which you can choose the product you would like to sell:

- **Products that solve an embarrassing problem:** wrinkle cream, acne cream, hair growth medicine, mouthwash, deodorant, dandruff shampoo.
- **Products with a problem:** used car, used cell phone or any other used device, a very expensive product.
- You can choose any other product not mentioned here.

What you can include in the description of your product

Experts believe that we should use repetition to “make our claims believable.” This is because repetition is one of the easiest persuasive techniques. Darren DeMatas (2021) in his article “19 Persuasive Marketing Techniques for Product Descriptions that Sell” explains that you have to make people hear your message over and over. The psychological concept is known as the “illusion of truth”. Since most of the time people are least attentive, it is advisable to repeat the benefits of your product throughout the advertisement, speech, or talk.

The same author believes that we can address the primary psychological need behind a search for our product; for example, if we are selling make-up or jewelry, we have to think about “esteem,” or if we are selling antivirus software, we have to focus safety and security. DeMatas (2021) states that we have to think about a hierarchy of needs. The first: physiological needs; second: safety needs; third: belongingness and love needs; fourth: esteem needs; and fifth: self-actualization needs.

Using sensory words (adjectives-qualities) to connect with your buyers’ subconscious is a good strategy. This author explains that “sensory words

describe and create a feeling.” Think about words related to taste, smell, sight, hearing, and touch because that activates sensory areas of the brain; for example, words to describe a pair of shoes that you want to sell: smooth shoes (touch). On the other hand, there are some “powerful words” you can use. These are persuasive words with a lot of power behind: “you,” “free,” “because,” “imagine,” and “new”.

Finally, using mini stories seems to fascinate the public. Stories that relate to the audience can strengthen your message and build up rapport. Those have to be short, simple and concise, imaginative stories that you can make up.



Recommended learning activity

Prepare a SCRIPT. A script are the words of a play, film, broadcast, or a speech. Therefore, it is a text that is written for a play, movie, broadcast, or a speech.

Choose a product from the list above or think about one of your own (products that solve an embarrassing problem and products with a problem).

Write a script for the speech you are going to give to an audience to sell the product. Remember there should be an **introduction**, **presentation** (the body of the speech) and **close** (a conclusion). Use descriptive language.

Let me give you some more advice: Let’s suppose the group of people you are going to talk to are female students at a University. To write the script, think about what your product can do that others can’t. Think about other questions such as: Is it easy to use or more effective than your competition? What skin, hygienic, or cosmetic issue can your products fix or improve? What makes your skin care line unique? Do you use specialized or natural ingredients? Do you have a commitment to environmentally friendly practices? Also consider the persuasive techniques to sell explained above.

Getting closer to the end of the first term, I invite you to solve Self-evaluation 2. The knowledge you have acquired so far regarding vocabulary, grammar, and the strategies learned to enhance listening and speaking skills will be evaluated here. This evaluation is not graded; however, it will be useful to help you measure how much you have advanced in this course.



Self-evaluation 2

Choose the correct answer.

1. How can countries cooperate to avoid the Space junk problem?
 - a. They can argue about what to do.
 - b. They can work together to clean it up.
 - c. They can cancel their space programs.
2. Where would you find a flight crew?
 - a. on a boat
 - b. on an airplane
 - c. on a train
3. What innovation has improved communication?
 - a. the water filter
 - b. the telescope
 - c. the internet
4. What is a euphemism?
 - a. A lie used to hurt someone.
 - b. A polite word or expression used to make something seem more positive.
 - c. A situation or information that helps you understand something.
5. What is transition?
 - a. Saying exactly what you mean.
 - b. When a person stays in the same situation.
 - c. When a person changes from one situation to another.
6. What is deceptive?
 - a. Intended to make someone believe something that is not true.
 - b. Intended to tell the truth about something.
 - c. A positive feeling suggested by a word.

Complete the sentences with the correct tense about the future for predictions and decisions, plans and intentions, arrangements and timetables.

7. We _____ to the movies tonight.
- a. are going
 - b. are going to go
 - c. will go
8. The teacher is organizing a party to celebrate Saint Valentine's day tomorrow. Isn't it great? I _____ some cake.
- a. am bringing
 - b. 'll bring
 - c. am going to bring
9. Our flight has been cancelled. They say that there is another airline that _____ at 10 p.m.
- a. leaves
 - b. will leave
 - c. is going to leave
10. I will come back to my hometown as soon as I _____ the training course.
- a. will finish
 - b. am going to finish
 - c. finish

Unscramble the questions and answers to complete the conversations with the correct *modals of permission*.

11. A: I have to photocopy some documents. We don't have any more paper. _____ ? (use/I/can/yours/some/please/of)
- B: _____. (can/sure/you)
12. A: _____ ? It's really hot. (you/door/I/do/if/open/mind/the)
- B: _____. (don't/I/no)

13. A: _____ ? (borrow/could/I/pen/your) I don't have one.
- B: _____ . (of/yes/you/course/can)
14. Which sentence is correct?
- a. I never ride roller coasters because they make you sick.
 - b. I never ride roller coasters because they make me sick.
15. Which euphemism means "He is fired"?
- a. He passed away.
 - b. He has been laid off.
 - c. He needs to visit the men's room.

How was the test? Did it help you review the main topics studied in the last two units? However, if you have any doubts, do not hesitate to contact your tutor by attending the tutorial chat at the established schedule or sending a message through EVA or the institutional mail.

Answer Key



Week 8



Final midterm activities

Dear students, this week is review week and it is recommended that you revise all the content studied in units 1 to 4. As you know, for this subject, we don't have a written exam during the dates established by the University. Instead, you have to attend all your tutorial sessions. Please keep participating. So far, you have successfully completed the activities of the first term, **congratulations!** Get ready to continue the second term with the same enthusiasm and energy.



Second bimester

Learning outcomes 2,3,5

- Infers information from context
- Distinguishes different intonations and pronunciation patterns
- Supports ideas by providing facts and examples

Throughout the second period, you will acquire the listening and speaking skills determined as learning outcomes, such as identifying main ideas from detail, inferring information from context, distinguishing and using different intonation patterns, and analyzing and synthesizing information to be able to express yourself with acceptable accuracy and follow and participate in lectures, presentations, debates, and discussions, and support your opinion and criteria providing facts and examples. Complying, therefore, with all the different activities that form part of the tutorial sessions and tasks is important.

Contents, resources, and recommended learning activities



Week 9

Unit 5. Careers and job opportunities

Dear students, this unit is related to careers and job opportunities. Both skills, listening and speaking, are going to be developed by doing some activities such as inferring feelings from context, understanding reduced speech, and distinguishing final intonation in order to express yourself with accuracy and support your ideas and opinion in presentations, discussions, and tutorial sessions with facts and strong arguments. We will also review transitions for oral presentations, and regarding grammar, we will complement the study of the future tense. I invite you now to focus on the following listening exercises:

Focus on listening

The job of our dreams is what all of us look for. Finding the career and job that we love (passion), something that we are good at (vocation), something that pays well (profession) and, furthermore, something that the world needs (mission) seems idealistic, but possible. The person who finds the occupation that has all the aforementioned characteristics is said to have found his/her reason for being, or the formula to happiness, because it means that every day this person is going to wake up and do what he/she likes.



Solorzano & Schmidt (2020) mention that “passion” is an activity that you love to do. It is better to follow your passion when you choose your career. To follow our passion, first we need to know what our passion is.

- Do you know what your passion is?
- What do you like doing the most?

Note: Please complete the activities in a class notebook or Word document.

There are some terms that we need to review. Please check the vocabulary section in the textbook.

Solve the following **crossword puzzle** to check how much you remember from the new words reviewed in the textbook.

Careers and job opportunities

Learning those terms is useful because you are going to use them throughout the unit. Now, please review the preview section. Remember that by predicting, you understand the topic and the purpose of the activity better. In the textbook, you are going to listen to a couple of interviews and make predictions. Some parents seem to be supportive when their children choose their careers, others seem not to be so. Finally, solve the exercises to find the main ideas and then, the details.

5.1. Inferring feelings from context

To understand this listening strategy better, let's brush up on some concepts. What is "context"? H. G. Widdowson (2003) considers "context" as "those aspects of the circumstance of actual language use which are taken as relevant to meaning." He adds, "in other words, context is a schematic construct ... the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context." In other words, we understand the meaning of something thanks to the whole construct. We understand the linguistic function of a specific term, concept, or idea and get its pragmatic meaning after we compare, match the elements of speech, and decode them (literal meaning). The idea can be textually written, said, or it can be absent, and when it is absent, we infer (inferential meaning). It's possible to infer because of what is explained or said in the context.

In sum, context are the words or sentences around a language unit that help determine its meaning. Inferring is a mental process in which the listener guesses the meaning of a target linguistic component from an oral context. To understand the process of inferring feelings or emotions from context, we also need to know the meaning of emotion. It refers to a strong feeling or attitude such as happiness, frustration, uncertainty, love or anger. Let's now remember the process of inferring: The listener identifies evidence from context; then, the listener links previous knowledge to evidence; and finally, the listener feels confident to draw a conclusion after the inference. Therefore, according to Solorzano & Schmidt (2020), when a speaker expresses a feeling indirectly, the listener can infer his/her unspoken thoughts based on word choice, intonation, and the context. Intonation (the rise and fall of the voice) or way the speaker conveys a thought is also important to understand his/her feelings.

Listen to the example in the textbook. For one of the speaker's his father's support demonstrated that it was good for the speaker to follow her passion. Also, listen to the excerpts one and three because it seems that excerpt two is different in the book and the audio; read each question and choose the correct answer to complete the statements. The emotions inferred can be feelings of complaint or concern.

Exercise:

Watch the following video about [how young people in Russia feel about the invasion Russia started against Ukraine](#). The objective of this exercise is to identify people's feelings through context about the war between Russia and Ukraine.

After watching the video, please answer the following question:

Why does the first girl that is interviewed say: "I don't like it and I don't want it to be like that, at all!"



The girl seems to feel:

- a. surprised
- b. very sad and upset
- c. excited

Write down the information (word choice, intonation, or context) that helped you find the answer.

Note: Please complete the activities in a class notebook or Word document.

5.2. Recognizing and understanding reduced speech

When we speak, Solorzano & Schmidt (2020) explain, we tend to reduce words frequently. English words are often reduced in speech. Speakers leave out sounds or blend words together. Reduced speech helps us speak more fluently. That characteristic of combining two words or two sounds in connected speech to the extent that the two are pronounced as one word, or one syllable is known as contraction. This is more usual in spoken speech and it is considered rather informal. There are some restrictions, however.

Listen to the audio in the textbook to learn how some reduced phrases are pronounced:

going to	gonna
got	gotta
want to	wanna
should have	shoulda / should've
could have	coulda / could've

going to	gonna
have to	hafta
What are you ...?	Wadaya ___? / Wada you ___?
Do you?	D'ya ___? / D'you___?

Afterwards, listen to the following video about [Informal Contractions in English](#). Pay special attention to the explanation, restrictions, recommendations, and examples that the speaker gives.



Week 10

Focus on speaking

In this section, in order to develop your speaking skills, we are going to review some strategies like using final intonation, in general, when you finish speaking, and transitions for oral presentations. For the speaking exercises that you have in this unit, including the tutorial sessions, you have to collect and evaluate information to have enough material to support your ideas, comments, and opinion with facts and examples, and therefore, construct good arguments. On the other hand, reviewing grammar provides you with the resources necessary to enhance fluency and to be able to use the language properly. In this section, we are going to complete the study of the future tense with future continuous and future perfect.

5.3. Using final intonation

Have you noticed that when we finish speaking, our voice falls to a low note, or it goes down. This characteristic is important because that way we know when an idea finishes and when another begins. Intonation is fundamental because it helps us express our own thoughts and it enables us to understand those of others. At the end of most sentences or statements ~~the intonation falls~~.



She lives in Florida.

As Solorzano & Schmidt (2020) explain, when you have more to say and need some more time to think, the voice doesn't fall, it stays on the same pitch as the previous word or rises. Notice in the following examples how the

expression “I know” is used. Is it used to end a statement, or is there more to say after it?



Example:

A: If you're worried about protecting the environment, then you shouldn't drive to work.

B: I know.

A: You should take the bus.

B: I know . . . but I think it's faster when I drive.

Note that you can use *I know* to agree or disagree. When we use *I know* to disagree, we often follow it with *but*. Clearly, the first “I know” is used to end a statement. The intonation in the second “I know” rises because the speaker wants to introduce an explanation for the reason why he/she prefers to drive to work.

Now, listen to the following video [How to End a Conversation](#). Falling intonation would advise the listener that you are ready to finish the conversation, that you are ready to go. If we want to be polite and do not know how to say “It's time for me to end this conversation,” the previous video gives you some recommendations to end a conversation. Pay attention to the explanation and examples that the speaker gives.

5.4. Using transitions for oral presentations

Transition words and phrases are also called linking or connecting words; they are used to link together different ideas. They work as signals that lead the listener or the reader throughout the text. Transitions show relationships between ideas within sentences, paragraphs, or academic papers (Campbell, Buckhoff, & Dowell, 1997). When we talk about oral presentations, they link and organize the discourse. Transition words are very useful as road signs are useful for drivers; they help them get to a destination. The same happens with transition words, they help your listener or reader go throughout the journey of the discovery of your ideas.

Signalling and transition words for oral presentations:

Transition words are going to help you show your audience how your presentation is structured and how ideas are related to each other. Follows a list of transitions that can help you build your presentations (RMIT University Library, 2020).

1. For the introduction of an oral presentation

You can introduce the topic with:

- This presentation will investigate/ examine/ identify/ the effects of ...
- My topic today is ...
- The topic I intend to discuss is ...
- I want to start by ...
- Let's begin by ...

2. For the body of an oral presentation

a. Introduce a main point with:

- A major concern is ...
- Fundamentally ...
- The central problem is that ...
- A significant issue has been ...

b. To rephrase a main point, you can use:

- That is to say ...
- The point I am making is ...
- Let me put that another way ...
- In other words ...

c. To move to another main point:

- Now let's consider ...
- I'd like to move on to/look at ...
- My next point is ...
- Now what about ...

d. To introduce an example:

- Let me illustrate this by ...
- Take the case of ...
- This is demonstrated by ...
- An example of this is ...

e. If you need to refer to visual aids

You can prepare the audience for what they are going to see. You need to make sure that the audience is ready for the visual, and stimulate their interest. For example:

- Now, I'll show you ...
- As you can see here ...
- I'd like to point out ...
- The diagram indicates ...
- Let's move on and look at the graph of ...
- The next slide indicates ...

3. For the conclusion of an oral presentation

- To sum up ...
- Therefore ...
- In conclusion ...
- As a result ...
- To recapitulate ...
- To conclude ...
- Finally, I want to say ...

4. To invite your audience to ask questions

- Are there any questions you'd like to ask?
- Does anyone have any questions?
- I'm happy to take any questions.
- Would anyone like me to explain anything further?
- Any questions?
- If you have any questions, please ask.

In the last part of the speaking section, we are going to review future tenses.

5.5. Grammar: Future Continuous and Future Perfect

Future Continuous

Stanton & Stephens (2001) explain that we can use will be + -ing to talk about actions in progress at a future time; for example: In ten years, I will be working as an English teacher. He will be lying on a beach this time tomorrow.

We also use the future continuous to talk about planned future actions in a polite way; for example: Will you be going to the meeting tomorrow?

Finally, we use the future continuous for actions which are routine; for example: Will you be spending your holidays at the beach as usual this year?

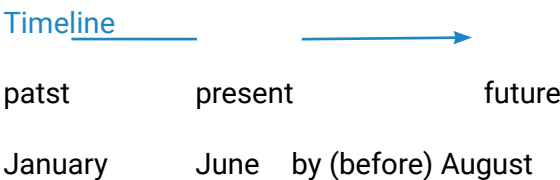
Table 4.
Future Continuous.

Function and examples of the Future Continuous	
In short:	
The future continuous shows an action that will be in progress at a specific time in the future.	She will be taking a test at 8 a.m. tomorrow.
The future continuous shows duration of some specific future action.	Martin will be working on his thesis for the next three years.

Future Perfect

We use the future perfect for actions completed before a point in the future; for example: We will have finished the school year by July 15th.

It is the past in the future:



We will have finished the semester by August 2022.
("by" means before)

Table 5.
Future Perfect.

Function and examples of the Future Perfect	
In short:	
The future perfect shows a future action that will be completed prior to a specific future time.	I will have finished all this work by midnight. At the end of the summer the Richards will have been married for 10 years.
The future perfect shows a state or accomplishment that will be completed in the future prior to some other future time or event.	

Finally, we use the **Future Perfect Continuous** (**will have been + v + -ing**) to focus on the duration of an action; for example: By the time I take my exam, I will have been learning English for five years.

Table 6.
Future Perfect Continuous.

Function and example of the Future Perfect Continuous	
In short:	
The future perfect continuous shows a durative or habitual action that is taking place in the present and that will continue into the future until or through a specific future time.	On August 10th, we will have been living in the same house for 20 years.

Exercise:

Choose the right future tense to complete the sentences:

1. By the year 2028, the information _____ accessible to all.
 - a. will have become
 - b. will be becoming
 - c. will have been
2. When we arrive in Atlanta, we'll need to rest, because we _____ about 800 miles.
 - a. will be driving
 - b. will have driven
 - c. will drive
3. By the time you arrive, I _____ something delicious and dinner will be on the table waiting for you.
 - a. will cook
 - b. will have cooked
 - c. will be cooking
4. When you get off the plane, we _____ for you on the gate.
 - a. will wait
 - b. will be waiting
 - c. will have waited
5. We _____ on the first bus next Sunday.
 - a. will be leaving
 - b. will have left
 - c. will leave



6. I _____ all day long tomorrow, so I'll be tired.

- a. will have worked
- b. will work
- c. will have been working

7. We _____ all day tomorrow, so we'll want to relax in the evening.

- a. will have been walking
- b. will walk
- c. will have walked

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

This time we are going to practice identifying transition words used in oral presentations. Underline the transition words or phrases used in the following extracts of different oral presentations, and identify if they belong to the introduction, body, or conclusion of the presentation by circling the correct answer.

1. Our program today will cover these five topics. To begin I will share some examples of the impact that adaptive technology for computers and electronic resources has had for people with disabilities.
 - a. Introduction
 - b. Body of an oral presentation
 - c. Conclusion
 - d. To invite your audience to ask questions

2. Fundamentally, we will consider the most important legislative directives on the issue and look at some statistics about people with disabilities.
 - a. Introduction
 - b. Body of an oral presentation
 - c. Conclusion
 - d. To invite your audience to ask questions
3. The last segment of the program includes the second videotape presentation and a discussion of universal design of electronic resources applied to the development of World Wide Web pages.
 - a. Introduction
 - b. Body of an oral presentation
 - c. Conclusion
 - d. To invite your audience to ask questions
4. I'm going to start out today by sharing with you a few stories of people with disabilities who are able to access information resources thanks to the availability of adaptive technology and accessible electronic resources.
 - a. Introduction
 - b. Body of an oral presentation
 - c. Conclusion
 - d. To invite your audience to ask questions
5. You'll meet them in the videotape we'll view shortly.
 - a. Introduction
 - b. Body of an oral presentation
 - c. Conclusion
 - d. To invite your audience to ask questions

You have to check if the transition is used, for example, to introduce a main point, or if the speaker is referring to visual aids, etc.

Great job! You have successfully accomplished the activities and content prepared for unit 5. You are now invited to work on the contents and exercises of unit 6 about tourism and culture.



Unit 6. Tourism and culture

Dear students, this unit is related to Tourism and Culture. If we think about the relationship of both, we are going to see that they have a mutually beneficial relationship. Culture is increasingly an important element of tourism, and at the same time, tourism provides an important means of enhancing culture. If there is a strong relationship between tourism and culture, destinations can become more attractive. In this unit, while we work on the activities and exercises related to this topic, we will be developing listening and speaking skills such as identifying main ideas from details, inferring information, recognizing and understanding opinions, and we will also review some grammar. These activities will help us develop our ability to state and support opinions and criteria in the different dialogues and discussions regarding the topic of this unit. We are going to begin by developing some listening exercises:

Focus on listening

Have you thought in what ways tourism can be helpful in a community? Do you think it can be harmful? Why? Why not?

Note: Please complete the activities in a class notebook or Word document.

Please review in the textbook the information about Tourism Attraction or Human Zoo? Read and listen to the travel blog about a trip to Thailand, and match the words with the definitions.

Now solve the following **multiple choice quiz** to check how much you remember from the new words reviewed in the textbook.

Culture and Commerce

In the preview section this time, we are going to predict if the news report about the long-necked women of Padaung will present this tourist attraction in a positive or negative way. Listen to the excerpt in the book and guess. It is always good to remember that by predicting we understand the topic

and the purpose of the activity better. Now listen to the whole report in the textbook and get ready to identify main ideas and supporting details.

6.1. Recognizing and understanding opinions

To introduce opinions, some specific expressions that give a sign are used. The speaker uses certain phrases and expressions to show that he/she is going to state an opinion. It is important to recognize those expressions. Here you have some of them:

According to my point of view / perspective / viewpoint / position / way of thinking

From my point of view ...

I think that ...

In my opinion ...

I believe

Some people think ...

It is believed that ...



Example:

In the following extract taken from an editorial of The Harvard Crimson (The Crimson Editorial Board, 2022), you have to look for the signal words that tell you that the speaker is going to state an opinion:

"I affirm and it is my belief that Ramseyer's dangerous and broadly unfounded ideas must be called out for what they are and be condemned."

In the previous example, the speaker uses the phrases "I affirm and it is my believe" to signal that he is going to state an opinion about a "dangerous" statement given by Ramseyer.

Next, we are going to complete the exercise in the textbook related to this topic. Listen to the excerpts, complete the statements and write the expressions that signal an opinion; finally, also write the speaker's opinion on the lines.

In sum, for people who run businesses, having tourists in town is a great deal; however, there can also be problems, such as the weather.

Next topic is some grammar revision because it provides us with the resources necessary to enhance fluency and to be able to use language properly. We are going to study the gerund.

6.2. Grammar: Gerund: subject and object; Gerund after a preposition

What are gerunds?
Fuchs, Bonner, & Westheimer (2017) describe that gerunds are words ending in “-ing” made from a verb and used like a noun. Gerunds are formed by adding -ing to the base form of the verb; for example: swimming. Remember that the basic sentence pattern in English is subject, verb, object; therefore, a gerund can be used in the subject position or in the object position, because it functions as a noun in the sentence. Take a look at the examples in the following chart:

Table 7.
Gerund as Subject or Object.

Subject (Noun Phrase)	Verb	Object (Noun Phrase)
Gerunds can function as the subject of a sentence		Gerunds can function as the object of a sentence
Swimming	is	my favorite sport.
(The gerund swimming is the subject of the sentence)		
I	like	reading.
(The gerund reading is the object of the sentence)		
Gerunds as object of a preposition		
She	is	interested in taking guitar lessons.
I	am	(in = preposition)
against smoking in public.		
(against = preposition)		


A gerund can also be the object of a preposition. After prepositions such as about, after, against, at, before, between, in, on, of, for, from, to, with, without, we use the gerund. There are some verbs that always take a preposition (verb + preposition) such as advice against, believe in, count on, and after these phrasal verbs we use the gerund; example: You should count on hiring an assistant. In addition, there are some adjectives that always take a preposition: afraid of, bored with, excited about, interested in, and we use the gerund after the preposition; example: I'm excited about joining the army.

Note: We should use the gerund after *look forward to*, *be opposed to*, *object to*.

For example: I am looking forward to seeing you soon.

Exercise:

Unscramble the following sentences:

- 
1. for / your / laughing / good / is / health
 2. doctor / watching / my / suggested / movies / funny
 3. advised / an / against / coffee / expert / drinking / much / too
 4. was / buying / bikes / these / a / idea / good
 5. looking / I / been / have / to / forward / that / movie / watching

Note: Please complete the activities in a class notebook or Word document.

In the sentences above, notice that the gerund is being used in the subject position, in the object position, or after a preposition.



Recommended learning activity

In the following exercise, you are going to reinforce the use of gerunds as nouns in the subject or object position, or as an object of a preposition. You have to complete the paragraph with the correct form of the words in parentheses. Use the correct word order.

Personally, I'm not a _____ (exercise/fan/of) in a gym. I prefer to go for a long walk. _____ (exercise/like/I) alone, as it feels more like meditating. I also _____ (fresh/air/enjoy/breathe) when I'm walking. I believe that you're more likely to improve your health _____ (go/by/outside) than by going to a gym. Finally, going for a walk does not cost anything. I like to save money _____ (not/by/join) a gym, and instead to spend money in organic food.

Note: Please complete the activities in a class notebook or Word document.



Remember that the basic sentence pattern in English is subject + verb + object.



Week 12

Focus on speaking

This week, in order to develop your speaking skills, you are going to learn how to make suggestions and use signal words to persuade. Grammar is going to be included in this section also, this time with the study of infinitives. For all the speaking exercises in this unit, you will learn how to collect and evaluate information to be able to support your ideas by providing facts and examples.

6.3. Making suggestions

Celce-Murcia & Larsen-Freeman (2016) state that whenever we do not want to sound commanding or controlling, but we want to give our ideas about what we think someone has to do, then we can make suggestions. Also, if we want to give advice, we can make suggestions. To give advice in social interaction, we usually use **modal auxiliary verbs or phrasal forms** as explained in the following chart, but we can also use other introductory expressions such as: Let's (not); I think (don't think); One option is ...; Why don't we ...; What do you think of...; How about ...

Notice also that suggestions can be *stronger*, when you strongly believe the other person should do what you suggest, or on the contrary, they can be weaker. It sometimes depends on the degree of authority or the urgency of the advice. For example:

Table 8.
Making Suggestions.

Options of strong and weak structures, and expressions, to make suggestions	
You must see a doctor now.	Very strong
You have to / need to see a doctor.	Strong
We should definitely leave the town.	
Let's leave the town.	
I think we should leave the town.	
You'd better not say things like that.	Strong negative
We definitely shouldn't stay here.	
Let's not stay here.	
I don't think we should stay here.	
You should / ought to see the doctor soon.	Gentle or not so urgent
You'd better see a doctor.	
You shouldn't say things like that.	Gentle negative
You might/could see a doctor.	Weak
One option is to stay here.	
Why don't we stay here?	
How about staying here?	
You are not supposed to say things like that.	Weak negative
You don't have to / need to say things like that.	Weaker negative

Exercise:

Read the following suggestions and write “weak” if it is a weak suggestion, “gentle” if it is in between, and “strong” if it is a strong suggestion, not matter if the sentence is positive or negative.



1. Let's not go there. _____
2. You must take the exam. _____
3. You should tell your boss about the report. _____
4. One option is to visit your aunt. _____
5. We definitely shouldn't miss the presentation. _____
6. He'd better study for the test. _____

Note: Please complete the activities in a class notebook or Word document.

6.4. Grammar: Adjective + to-infinitive; Verb + to-infinitive; Verb + object + to-infinitive; Verb + object + bare infinitive

What are infinitives?

Fuchs, Bonner, & Westheimer (2017) describe that infinitives are words with a verb meaning, but they function as nouns in the sentence. They are formed with the word *to* + *base form* of the verb; for example: to eat, to read, to study. Remember that the basic sentence pattern in English is subject, verb, object, therefore, the infinitive can be used in the object position because it functions as a noun in the sentence. Take a look at the examples in the following chart:

Table 9.
Infinitive as Object.

Subject (Noun Phrase)	Verb	Object (Noun Phrase)
Infinitives can function as the object of a sentence		
They	need	to study.
She	decided	(The infinitive to study is the object of the sentence)
He	decided	to join the army.
		not to join the army.
Verb + to-infinitive		
I		to retire.
She	would like	to go on holiday.
	can't afford	
Adjective + to-infinitive		
It		We use the infinitive after certain adjectives:
	is	hard to learn a language.
I	was	sad to see my test score.
It	is	difficult to make a cake.

Subject (Noun Phrase)	Verb	Object (Noun Phrase)
	Verb + object + to-infinitive	We use object + to-infinitive after certain verbs (advise, allow, convince, encourage, force, invite, permit, persuade, remind, tell, warn):
The doctor	advised	
She	persuaded	
There are other verbs that can take the object or not and the infinitive	wanted	me to take more exercise.
Verb+(object)+infinitive	helped	us to go with her.
Such as: ask, choose, expect, help, need, pay, prefer, promise, teach, want	helped	(WRONG: She persuaded to go with her.)
She		Thomas to take dance lessons.
After <i>help</i> , we can use the base form or the infinitive:		(him)
He		me meet new people.
He		me to meet new people.
	Verb + object + bare infinitive	We use <i>object + bare infinitive</i> after let and make , and state verbs such as: hear, see, feel and watch
My Dad	let	
The teacher	didn't make	us stay up late last night.
I	heard	them do any homework.
		a woman scream.
		(her)

Exercise:

Write on the blanks the correct form of the verb in parenthesis.

1. I want to get a new smartphone. It's important _____ (keep up) with the latest technology.
2. I see there is no price tag on it. I'm sorry, but it's necessary _____ (have) the receipt in order to return it.
3. She needs a new cell phone _____ (communicate) with the people in her office.
4. He can't afford _____ (buy) a new car because he doesn't have a job now.
5. My mom would like me _____ (help) her at the party tonight.
6. The doctor advised me _____ (stop/not) the treatment.
7. The witness saw someone _____ (run) away.

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

Let's practice how to make suggestions by developing the following exercise. Watch the presentation Good Mood Food. It is about how food choices can affect our mood. You have to make suggestions after you watch the explanation for five different kinds of foods and moods.

Good-mood foods

The suggestions can be strong, weak, or gentle depending on your personal point of view. Take a look at the chart about making suggestions above.

Dear students, now you can take Self-evaluation 3. The knowledge you have acquired so far regarding vocabulary, grammar, and the strategies learned to enhance listening and speaking skills will be evaluated here. This evaluation is not graded; however, it will be useful to help you measure how much you have advanced in this course.



Self-evaluation 3

Circle the letter with the correct answer:

1. Megan _____ by the time she completes her studies.
 - a. I'll be moving
 - b. I'll have moved
 - c. I'll have been moving

2. When I travel to England next year, I _____ English for over four years, so I think I'll be ready.
 - a. I'll study
 - b. I'll be studying
 - c. I'll have studied

3. I _____ in this company for 20 years when I retire.
 - a. I'll have been working
 - b. I'll work
 - c. I'll have worked

4. He _____ for three hours at 10 p.m.
 - a. I'll sleep
 - b. I'll have slept
 - c. I'll have been sleeping

Underline the signal word or phrase that the speaker uses to introduce an opinion in the following paragraphs and explain the speaker's opinion.

5. "I, of course, don't support the idea that the war is necessary in socio-economical sense – there is such a point of view, stating that the war is the motive power of progress and effective method of keeping demographic situation stable."

6. "I think, there are quite few people who actually believe that the war is something good, wholesome and useful. It is and has always been one of the worst and most disgusting, destructive events that can happen."

Circle the correct form to complete the statements.

7. Cook/Cooking is my favorite hobby.
8. I want *creating/to create/create* my own dishes.
9. I believe in *follow/to follow/following* my passions.
10. However, I think I need *study/to study/study*.
11. That is why I have decided *attend/attending/to attend* culinary school.

Write on the line if the suggestion is “weak”, “gentle” or “strong”:

12. They should start getting ready to go because the bus leaves at 4:00.

13. She definitely shouldn't smoke outside because people are eating on the patio nearby. _____

14. I'd better not eat another cookie because I'm on a diet.

15. You are not supposed to wear a hat inside this building.

Good job! You have successfully accomplished the activities and content prepared for unit 6. You are now invited to work on the contents and exercises of unit 7 about marriage and traditions.

Answer Key



Unit 7. Marriage and traditions

Dear students, in this unit we are going to talk about how people around the world are different because of the different traditions and customs, but similar at the same time, in the sense that the same values support families and individuals all around the world. Both skills, listening and speaking, are going to be developed by identifying main ideas from details, inferring the speaker's core beliefs, using expressive intonation to show confidence and interest, and using signal words to persuade. These activities will help us develop our ability to state and support opinions and criteria in the different dialogues and discussions. We are going to begin this unit by developing the following listening exercises:

Focus on listening

Let's have a matching game to review some words and phrases related to Weddings. Match the words with the images:

Marriage and traditions

Now please review the new words included in the listening exercise *What is Restorative Justice?* in the textbook. In regard to this topic, restorative justice refers to the kind of system that tries to solve the problem between a victim and the perpetrator through a direct dialogue between the parts. The objective is that the victim knows the reason why the perpetrator caused the injury, that in many cases has helped to cure traumas and the victim has been able to move on after the meeting.

After you review the vocabulary in the textbook, I invite you solve the following matching game to check how much you remember from the new words.

Restorative Justice

In the preview section, in the textbook, related to the topic of Restorative Justice, you are going to listen to an interview: a facilitator is going to describe the restorative justice process. You have to say what step in the

process he is describing. Then you have to listen to the whole interview in order to find the main ideas and answer the questions to find details.

Now that you have developed the previous activities to understand meaning in the first level of comprehension -literal understanding: reviewing vocabulary and finding main ideas and details- let's move on in order to understand inferences.

7.1. Inferring a speaker's core beliefs

"Core beliefs are our most deeply held assumptions about ourselves, the world, and others" (Schaffner, 2021). Core beliefs are formed early in life and shaped by our experiences and the way we are brought up. These beliefs can be firmly embedded in our thinking and shape our reality and behavior significantly. They can also be the cause of many of our problems, including our "automatic" negative thoughts.

However, these are only beliefs that can be controlled and transformed, and many times they are often untrue. As Solorzano & Schmidt (2020) explain, "a core belief is a principle or idea that affects our view of the world and the decisions we make." With regard to the topic of Restorative Justice, this process is based on core beliefs about victims, offenders and how to repair the harm caused by a crime, and this reparation is possible.

Furthermore, our core beliefs are always **implied** by the words we choose, even though we may not explicitly state them.

Example:

What do you think Catholic people believe about getting married and being blessed by God in a marriage ceremony in the Church? Let's learn what some of their core beliefs are:

This is what Claudio Mora (2020) wrote in his blog: "When we ask couples who are preparing for marriage: Why do you want to get married in the Catholic Church? Sometimes the answers include: 'It is a family tradition', or 'it is the right thing to do', or 'our family expects it'. But there are deeper, more profound reasons that will help you answer why it is important for Catholics to be married in the Catholic Church. Getting married in the Catholic Church helps us to fulfill our Baptismal Promises. These are those



promises that our parents and godparents did for us before God in our Baptism and that later in our life were renewed by us when we celebrated the sacrament of Confirmation. Also, the couple receives Sacramental Grace of Matrimony, which perfects the natural love of husband and wife; elevates this love to a supernatural level which far surpasses mere mental and physical compatibility. Imparts conscientiousness in the rearing of children. Enables husband and wife to adjust to one another's shortcomings and to bear with one another's faults. Finally, getting married in the church, creates a bond between the spouses."

As explained before, the person's core beliefs are implicit even though he/she may not state them openly.

Now please listen and read the example you have in the textbook about *Inferring a Speaker's Core Beliefs*. When he says: "It's an opportunity to fill that need," the facilitator describes several things that the victim may want to tell the offender and then says the offender can "fill that need." This indirectly expresses the core belief that offenders need to listen to the victims, and this idea may not be true in all the cases.

We tend to generalize core beliefs and they may not be true in all cases, of course. For example: We may think that people, in general, are bad, evil, losers, not good enough, or incompetent. Most of the time, it is easy to generalize negativity. We tend to generalize these beliefs and say: "People are ...," or "The world is ...", and those can be harmful statements. We may believe that people are bad, not to be trusted, exploitative, or manipulative. Therefore, to be fair in our judgment, also to state our ideas without any possible prejudice, we have to remember that our core beliefs are implied in what we say.



Recommended learning activity

You are going to listen to a debate about same sex marriage. The speakers are Patrick Madrid and F. Mike Schmitz. You have to infer the speakers' core beliefs regarding this topic.

Please watch the following video named [Debating Same Sex Marriage - Defending the Faith](#) and give your comments on the lines (you can listen half

an hour or less; the important thing is to have an idea of how each speaker thinks):

Note: Please complete the activities in a class notebook or Word document.

I invite you now to complete the study of gerunds and infinitives.

7.2. Grammar: Gerunds or infinitives: with a complete, small, or no change in meaning

In the following chart, it is summarized what Fuchs, Bonner, & Westheimer (2017) have explained about the use of gerunds and infinitives, whether we should use one or the other, or the cases in which we can use either one, with no change in meaning, with a small change in meaning, or with a complete change in meaning.

Table 10.
Gerunds or Infinitives

Verb + infinitive	Verb + gerund	Verbs + gerund or infinitive with NO, or a small change in meaning	Verbs + gerund or infinitive with a complete change in meaning
Verbs that only take infinitives	Verbs that only take gerunds		
want arrange	avoid deny	Without a change in meaning:	stop
help choose	mind feel like		try
need decide	enjoy finish	begin, continue, start	remember
agree hope	admit mind		forget
appear pretend	appreciate risk	With a very small change in meaning:	go on
refuse promise	can't help mention	Can't stand, hate, like, love, prefer	mean regret

I want to study English.	He enjoys playing the guitar. (Subjunctive)	I started learning/to learn English a year ago.	I stopped to smoke. (stop in order to do something) I stopped smoking. (no longer do something) (quit)
	Suggest recommend	I like swimming in the sea. (in general)	Try opening the door. (option) (try and see what happens) Try to open the door for me. (ability) (make an effort)
	I suggest going to the movies.	I like to swim in the sea when I go to Tonsupa. (specific situation)	Do not forget to do your homework. (request that hasn't happened yet)
	I suggest that he go to the movies.		I'll never forget meeting you. (meeting you is already a past event) He regrets being rude. (He's sorry for what he did) I regret to inform you that you have not been accepted. (I am sorry to tell you this now) I don't remember taking the keys. (past event) Remember to post your letter. (do not forget to do something now or later)

Exercise:

Choose to use the gerund, or the infinitive, or both, and say if there is no change in meaning, a small change in meaning, or a complete change in meaning and explain what the difference is.

1. I remember **going / to go** to your house last night. I was not drunk.

2. Remember **to come / coming** over my house today. Mike is also coming.



3. Don't forget **to bring / bringing** the towels with you. I don't have any clean towel and for sure you are going to need one.

4. I like swimming / to swim in the pool. It is fun.

5. She wants **to study / studying** Engineering because she is good at designing and building.

Note: Please complete the activities in a class notebook or Word document.



Week 14

Focus on speaking

7.3. Using expressive intonation to show confidence and interest

Solorzano & Schmidt (2020) state that to give dynamism to your presentations, you have to speak with enthusiasm, that is, you have to add a variety of pitches to your speech, and avoid being monotonous. If a speaker uses monotone, low pitch, and little variation, he/she may sound uncertain and boring. On the contrary, if the speaker uses a variety of pitches, he/she sounds confident and interesting.

Listen to the speakers and label the photos in the textbook. Remember that to show confidence and interest with intonation: 1. Content words, that is, nouns, verbs, adjectives and adverbs, are usually stressed and pronounced with a higher pitch. 2. Function words, that is, prepositions, articles, conjunctions, are unstressed and pronounced with lower pitch. Therefore, to vary the pitch of your voice, you have to use higher pitch to stress content words.



Recommended learning activity

This week you have to present an activity that is an oral presentation in which you have to explain what you can do to find your dream job. In the following [REA \(Recurso Educativo Abierto\) OER \(Open Educational Resource\)](#) you can learn about a Japanese philosophy that will help you discover the kind of job that will make you happy for the rest of your life. “Ikigai” is a Japanese formula for happiness and it gives you the hints to choose the right career, something you are good at, something that you love, something that the world needs, and something that pays well. Please review the information to prepare your oral presentation.

7.4. Using signal words to persuade

As we reviewed before, when we studied *Signalling and transition words for oral presentations*, we learned that **signal words** help the listener follow the speaker’s thoughts. The same way that in oral presentations, in a persuasive speech, the speaker uses signal words to signal or show when the speaker is introducing or stating a position, presenting a supporting argument, or giving a conclusion. This time we are going to review signal words for introducing a position, and to introduce supporting arguments (Solorzano & Schmidt, 2020).

Signal words to state a position

Please analyze the examples that you have in the textbook. Here is a short description:

“In my opinion, solitary confinement should not be used as a punishment, especially with offenders under the age of eighteen.”

The previous statement is a personal opinion. Particularly, this person believes what he/she is stating, and for sure, he/she will provide enough arguments to support what he/she says. Speakers look for strategies to persuade the listeners with the purpose of convincing to the point that the audience would believe what he/she says as truthful. What surrounds the main point or the topic sentence that states the position and point of view of the speaker regarding a topic (the context) is also very important. In

this case, this person explains what “confinement” is and why it isn’t good specially for young people:

“Solitary confinement is a punishment in which a criminal is put in a room alone for long periods of time. Some people think that solitary confinement is too cruel and should be stopped. Others feel that it is an effective way to stop a criminal from hurting other people.”

Now, read the complete paragraph about solitary confinement. Underline the speaker’s position and circle the signal words used to introduce the opinion. What is the answer?

“Solitary confinement is a punishment in which a criminal is put in a room alone for long periods of time. Some people think that solitary confinement is too cruel and should be stopped. Others feel that it is an effective way to stop a criminal from hurting other people. In my opinion, solitary confinement should not be used as a punishment, especially with offenders under the age of eighteen.”

Correct ! Circle: “In my opinion,” and underline: “solitary confinement should not be used as a punishment, specially with offenders under the age of eighteen.”

Let’s do the same thing with the second example that is in the textbook. What information are you going to circle and underline?

I think that restorative justice should be an option for some crimes.

Check the list of signal words you can use to introduce a position: I believe ... I feel strongly that ... I support the fact that ... In my opinion ... I think ...

Signal words to introduce supporting arguments

Also check the list of signal words to introduce supporting arguments:

To introduce points of equal importance: One argument is that ... In the (first, second, etc.) place, ... Initially, ... To start with, ... For a start, ... Another point is that ... Similarly, ... In the same way, ... Likewise, ... My first/second/third argument is that ... My final argument is that ...

To introduce points from least to most important (in case you want to organize your speech or presentation this way): My first argument is that ...

Another important argument is that ... An even more important point is that ...
The most important argument is that ...

Finally, you can have more practice by completing the exercise that you have in the textbook. The following can be some possible answers.

- First position: I believe that restorative justice should not be used when the victim is a child. Argument 1: My first argument is that children might be forced to participate in restorative justice even if they don't want to. Argument 2: Another argument is that children are too young to deal with the emotions that can arise from restorative justice. Argument 3: My final argument is that children might not know how to communicate with an offender.
- Second position: I feel strongly that people should not be allowed to own guns. I support the fact that people should not be allowed to own guns. Argument 1: An important argument is that people are more likely to be hurt by a gun if they have one in their home. Argument 2: Another argument is that if people are allowed to own guns, police officers face greater danger. Argument 3: My third argument is that if guns are easy to buy, criminals could get them more easily.



Recommended learning activity

In the following extracts, underline the speaker's position and circle the signal words used to introduce the opinion.

1. "We lead an easy life: automatic dishwashers, T.V. remote controls, automatic garage door openers, electric pencil sharpeners, etc. We live in a time-saving, energy-saving, convenient society. While today's luxuries have been welcomed by the masses, they have also been accused of turning us into passive couch potatoes. Today I want to urge you to move off that couch and get your body moving. I want to persuade you to start walking."
2. "Students spend many hours at school. They sit at their desks, listen to their teachers, and do their school work. In some schools, students are forced to dress in school uniforms. This restriction is really not fair. I feel strongly that students should not be forced to wear uniforms

because they take away a student's sense of individuality and hinder their rights of self-expression."

The following statements seem to be the ones that state the speaker's opinion: Today I want to urge you to move off that couch and get your body moving. I want to persuade you to start walking."

I feel strongly that students should not be forced to wear uniforms because they take away a student's sense of individuality and hinder their rights of self-expression.



Week 15

Unit 8. Climate change and its effects

In this last unit, dear students, we are going to talk about a topic that not only is present, but that is a reality to such an extent that we are living its consequences nowadays. To develop listening and speaking skills, we will be identifying the meaning of new words, main ideas from details and we will also infer and evaluate information. Now, let's develop the following listening exercises:

Focus on listening

Within the terms that we need to know, we should think about the difference between "persuading" and "convincing". According to Cambridge Dictionary (2022), persuade means "to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it. Ex: If she doesn't want to go, nothing you can say will persuade her." On the other hand, "convince" is where we want to get by persuading; "convince," according to Cambridge Dictionary (2022) means "to persuade someone or make someone certain about something. Ex: He managed to convince the jury of his innocence."

Read about Corporate Euphemisms in the textbook and find the new words. Move into the preview section. Here you can predict what the content of the listening exercises will be about. By predicting, we understand the topic and the purpose of the activity better. We should listen to an excerpt from a lecture. First of all, we need to understand what a "lecture" is. A "lecture"

is a formal talk on a serious subject given to a group of people. Also, lectures are the conference classes some professors give to big groups of students, usually at an auditorium. In the preview section you have to guess the purpose of this lecture. The purpose of the lecture seems to be an explanation the speaker wants to give in order to clarify the reason why people use euphemisms, especially in companies. Then, you have to listen to the whole story and get ready to identify main ideas and supporting details.

8.1. Identifying repetition to emphasize a point

Repetition is a strategy that speakers use with the purpose of emphasizing a point, or making a speech easy to follow. In fact, repetition has many advantages: First of all, MasterClass staff (2021) explain that repetition adds to the powers of persuasion. Repetition of a phrase can convince people of its truth. Another advantage can be, as Solorzano & Schmidt (2020) explain, that speakers repeat words, phrases, and grammatical patterns to give strength to their points or to signal their importance. Finally, speakers as well as writers use repetition to give words rhythm; this in fact is an advantage for speakers. As with other devices such as rhyme, consonance, and assonance, repetition adds musicality to a piece of text and makes it more pleasing to listen to, MasterClass (2021) state.

It is difficult for listeners to pay attention to a speaker the whole time. Repetition, therefore, is a good resource, particularly popular in oration or spoken language, and it is used to add emphasis to the message and catch the audience's attention.

There have been some very famous speeches throughout history that contain repetition, such as Martin Luther King's well-known speech "I Have a Dream".

Now please read and listen to the example in the textbook. Then listen to the excerpts and fill in the missing words and answer the questions.

At last, you are going to listen to [the Speech that Made Obama President](#), and annotate the words, phrases, and grammatical patterns that Obama repeats. Think about the reason of using this strategy.

Here you have some patterns taken from Obama's speech:

Even if it is not my child ___ even if it is not my grandparent ___ I am my brother's keeper ___ I am my sister's keeper ___ divide ___ there is the United States of America ___ hope ___ (the particularity of this speech is that he uses repetition to show contrast)

8.2. Grammar: Infinitives with too and enough

Stanton & Stephens (2001) explain that we can use too + adjective (+ for + somebody) + to-infinitive for things that are difficult or impossible to do.

Example: His concern is too good to be true.

On the other hand, we use not + adjective / adverb + enough (+ for + somebody) + to-infinitive to describe things that are insufficient in some way.

Example: You are not tall enough to reach that shelf.

Now compare the following two sentences: **Too** shows difficulty and impossibility.

1. The homework is too difficult (for me) to do. (I cannot do it at all.)
2. The homework is very difficult to do. (It is difficult but not impossible.)

In addition to this, *too* and *enough* show similar ideas as we use antonyms, in the position of the adjective. Look at the following examples:

1. The sea was too cold (for us) to swim in.
2. The sea wasn't warm enough (for us) to swim in.

Exercise:

Choose the correct adverb to complete the sentence:

1. He didn't have _____ too / enough money to buy the jacket.
2. We had _____ too / enough little time to get on the plane.



3. The weather was _____ *too / enough* hot to go out, so we stayed home.
4. The water was not hot _____ *too / enough* to prepare some coffee.
5. It's _____ *too / enough* hard for Todd to use.
6. She speaks _____ *too / enough* slowly for him to understand.
7. He didn't work quickly _____ *too / enough* to finish.
8. It's cheap _____ *too / enough* for her to buy.

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

Complete the following paragraph with **too** or **enough** in the following structure with infinitives after adjectives and adverbs:

Todd bought a new washing machine, but it was not easy _____ for him to install it. It was _____ expensive to buy, in fact. He would have liked the washing machine to be cheap _____ to buy it, but it was not. However, the washing machine is easy _____ for every one in the house to use, except for Hanna. She is _____ young to use any household appliances.

Note: Please complete the activities in a class notebook or Word document.

Focus on speaking:

8.3. Interrupting politely and holding the floor

Solorzano & Schmidt (2020) explain that we can politely interrupt the speaker and take a turn during a discussion. Check the chart you have in the textbook to review the expressions used to interrupt politely and other strategies proposed. On the other hand, if you are the one who is talking and someone else interrupts, Solorzano & Schmidt (2020) explain that you can

“hold the floor” or keep talking by using the expressions listed in the textbook and some sounds or gestures that can be a good alternative to avoid interruptions. Then develop the exercise in the textbook for some practice.

8.4. Grammar: Indirect questions, requests and orders

Stanton & Stephens (2001) explain that when we form indirect questions, we should use the same word order as in a sentence (subject + verb + object); for example:

Direct question: Did you finish the report?

Indirect question: I was wondering if **you finished the report**. (subject + verb + object)

In the same way, there is no question mark unless the introductory phrase is a question. For example:

Introductory phrase: Can/Could you tell me ...?

Direct question: How old are you?

Indirect question: Can you tell me how old **you are**?

Using a more formal introductory phrase: Do you mind telling me how old you are?

We use indirect questions to soften direct question when we want to be polite. It is a polite way to ask for information or make requests or order. We often use them when asking something to people we do not know well, or when we need to sound more formal.

Table 11.

Indirect questions, requests, and orders.

By using some introductory phrases or questions, you can turn the direct questions, requests, or orders on the left side into indirect questions, requests, or orders. Check the chart

	Indirect questions
"Where are you going?"	The police officer asked us where we were going.
We usually use modal verbs: can, could, would.	Indirect requests
Take the clothes back to the store.	Would it be possible that you take the clothes back to the store?
	Indirect orders
Give the medicine to your grandmother.	Would you mind giving the medicine to your grandmother?

Follows a list with some introductory phrases to make indirect questions:

- I wonder if you could tell me ...
- He asked me where ...
- I don't know why ...
- Can/Could you tell me...?
- Do you know...?
- Would you mind...?
- Do you have any idea...?
- Would it be possible...?
- Do you mind telling me ...
- May I ask you
- Do you know where ...
- Could you tell me what ...

Examples:

- I was wondering if you could help me move on Saturday.
- Is there any chance you could help me move on Saturday?
- Would it be possible for you to help me move on Saturday?

Exercise:

Complete the indirect question:



1. Have you done your homework or not? My mother asked me _____
2. What time is it? Do you know _____
3. Who are those people? I don't know _____
4. Where can I find Mary? Can you tell me _____
5. What time do the banks close? Clare wanted to know _____

Note: Please complete the activities in a class notebook or Word document.



Recommended learning activity

On week 15th, you have to present on EVA a speech in which you are going to propose solutions to climate change. In the following [REA \(Recurso Educativo Abierto\) OER \(Open Educational Resource\)](#) review the effects of global warming to discuss how you can contribute with a solution to this problem.

Dear students, we are ready to take Self-evaluation 4 about the last two units, 7 and 8. The knowledge you have acquired so far regarding vocabulary, grammar, and the strategies learned to enhance listening and speaking skills will be evaluated here. This evaluation is not graded; however, it will be useful to help you measure how much you have advanced in this course.



Self-evaluation 4

Choose the correct form, gerund or infinitive, or both, to complete the following statements:

1. I can't afford *buying* / *to buy* a new car right now.
2. He began *to doubt* / *doubting* himself.
3. They decided *to move* / *moving* to Austria in June.
4. We enjoy *to listen* / *listening* to music all the time.
5. She hates *to study* / *studying* Mathematics.

Choose the correct adverb:

6. They speak quickly _____ *too* / *enough* for everybody to understand.
7. It's _____ *too* / *enough* hard for them to believe her.
8. They didn't work quickly _____ *too* / *enough* to finish before midnight.
9. What are some expressions used to hold the floor:
 - a. Can I ask a question? ; I'd like to add something; Could you repeat that?
 - b. Just a minute / second; Let me finish, please; I'm not done yet.
 - c. Can/Could you tell me...? ; Do you know...? ; Do you have any idea...?

Complete the indirect questions:

10. Did you finish the report? I was wondering _____
11. Are you going to the party? My friend asked me _____
12. When does the film start? He wanted to know _____

13. Do you want tea or coffee? She asked me _____
14. How old are you? May I ask _____
15. Can you be quiet please? The teacher asked me _____

Answer Key



Week 16



Final midterm activities

Dear students, this week is review week and it is recommended that you revise all the content studied in units 5 to 8. As you know, for this subject, we don't have a written exam during the dates established by the University. Instead, you have to attend online tutorials. Please keep participating. So far, you have successfully completed the activities of the second term, **congratulations!**



4. Answer Key

Self-evaluation 1		
Question	Answer	Feedback
1	c	A tent is a shelter made of canvas or a similar material and supported by poles and ropes
2	b	Stage is a part of an activity or a period of development
3	a	Get into something means to become interested in an activity or subject, or start being involved in an activity
4	b	Charge is an amount of money for something, especially a service or activity
5	a	Purchase is something that you buy
6	c	To file a complaint is the action of making a statement in writing explaining that something bad or illegal has happened.
7	c	Deal with something means to behave towards in an effective way
8	a	furthermore, moreover, besides
9	b	By the title and the information given we can infer that this Prince at some point of his life was not happy.
10	used to or would	Action verbs such as "play" can take both
11	used to	"Be" is a stative verb and only takes "used to"
12	used to or would	Action verbs such as "sit" can take both
13	b	May is used for asking for permission and it is formal
14	b	"Do you mind" is more informal and this seems to be a conversation between people that know each other well
15	c	"Not at all" is informal and it is answering "Do you mind?"

Self
Assessment

Self-evaluation 2		
Question	Answer	Feedback
1	b	Find ways to clean up the Space junk is the best solution.
2	b	On an airplane
3	c	The internet
4	b	Euphemism is a word or phrase used to avoid saying an unpleasant or offensive word
5	c	When a person changes from one situation to another
6	a	Deceptive means hiding the truth, especially to get an advantage
7	a	An arrangement
8	b	A sudden decision taken at the moment of speaking
9	a	Timetable (or a scheduled event)
10	c	A future time clause is about a future event but the verb is in the simple present
11	Can I use some of yours please? Sure, you can.	It is a request done to someone familiar or known. Both question and answer are informal.
12	Do you mind if I open the door? No, I don't.	We use <i>do you mind if</i> to ask for permission when the action may annoy someone
13	Could I borrow your pen? Yes, of course you can.	<i>Could</i> is more formal than <i>can</i> , but you can answer with <i>can</i> even though the question begins with <i>could</i> . Most commonly we use <i>can</i> in an affirmative answer
14	b	I never ride roller coasters because they make me sick. The pronouns should be related
15	b	He has been laid off

Self
Assessment

Self-evaluation 3

Question	Answer	Feedback
1	b	Before (by) she completes her studies, she will have moved (a past in the future).
2	c	Before completing the 4 years, I will have studied enough English to afford the new experience.
3	a	The progress of the action is what is emphasized.
4	c	The progress of the action is what is emphasized.
5	I, of course, don't support the idea	Speaker's opinion: This person doesn't think that a war can be a way to keep demographic situation stable.
6	I think	Speaker's opinion: This person thinks that there are just few people who can think that the war is useful; on the contrary, he/she thinks it is the most destructive event that can happen.
7	cooking	It is the gerund that functions as the subject
8	I want to create	Verb+(object)+infinitive – infinitive after <i>want</i>
9	I believe in following	Gerund after a preposition
10	I need to study	Verb+(object)+infinitive
11	I have decided to attend	Infinitive after <i>decide</i>
12	gentle	We use <i>should</i> / <i>ought</i> without "definitely" if the suggestion is not urgent and to sound gentler.
13	strong	The adverb "definitely" with "should" make a strong suggestion; it doesn't give any other option.
14	strong	"had better not" is a strong negative
15	weak	"not supposed to" is a weak negative

Self
Assessment

Self-evaluation 4		
Question	Answer	Feedback
1	to buy	"can't afford" only takes the infinitive
2	both	"begin" can take both with no change in meaning
3	to move	"decide" takes the infinitive
4	listening	"enjoy" takes the gerund
5	both	"hate" takes both with a very small change in meaning
6	enough	not + adjective / adverb + enough (+ for + somebody) + to-infinitive
7	too	too + adjective (+ for + somebody) + to-infinitive
8	enough	not + adjective / adverb + enough (+ for + somebody) + to-infinitive
9	b	Just a minute / second; Let me finish, please; I'm not done yet.
10	if you finished the report	I was wondering if you finished the report.
11	if I was going to the party	My friend asked me if I was going to the party.
12	when the film started	He wanted to know when the film started.
13	if/whether I wanted tea or coffee	She asked me if / whether I wanted tea or coffee.
14	how old you are	May I ask how old you are?
15	to be quiet	The teacher asked me to be quiet.

Self
Assessment



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6. Annexes

Main Ideas and Details

Main Ideas	Details
Anything about the sports figure background?	Who was an inspiration?
Sports figure personal connection with the sport?	What? When? How?
What is it about?	Characteristics:
Personal interests?	Advantages? Disadvantages?
Other important information	

Inferences Worksheet 1

Name: _____

Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?
