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La Universidad Católica de Loja

Modalidad Abierta y a Distancia



English Language: Reading and Writing III



Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

English Language: Reading and Writing III

Guía didáctica

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

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English Language: Reading and Writing III

Guía didáctica

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1. Informative data

1.1. Course Presentation



1.2. UTPL generic competencies

- Written and oral communication
- Critical and reflexive thinking

1.3. Program specific competences

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

Integrates linguistic, didactic, and curricular pedagogical knowledge that allow, interdisciplinarity, the updating of models, the use of learning methodologies, and the incorporation of knowledge for teaching English as a foreigner in a practically and systematically way, based on the development of critical, reflective, creative and experiential thinking concerning to the development of the person and their context.

1.4. Issues addressed in the course

Limited systemic mastery of epistemology and pedagogy from a philosophical and historical perspectives and poor mastery of English communication skills.



2. Learning methodology

The “self-learning methodology” will be used for the development of the course. The student is the active protagonist of his or her academic training, which requires effort, dedication, responsibility, and perseverance to achieve the study objectives proposed by the student. Likewise, this methodology allows students to develop their *cognitive strategies* that allow them to make the appropriate decisions to improve their study and performance; *metacognitive strategies* or reflection on their own learning process, and *support strategies* related to self-control, effort, and persistence.

In addition, the variety of activities and teaching-learning strategies proposed in this course such as academic forums, presentations, readings, essays, grammar and vocabulary activities, games, self-evaluations, among others, will help to promote interaction and reinforce the learning process.



3. Academic guidelines per learning outcome



First bimestre

Learning outcome 1 and 2

- Identifies main and supporting details in different types of texts.
- Organizes and writes different types of essays.

Dear students welcome to the study of this subject that will become a valuable support for achieving your goals and dreams.

To achieve the learning outcomes proposed in this first bimester, you will review the most relevant aspects of each one of the four units proposed in this first bimester. Additionally, you have to read the basic textbook, extra learning resources and carry out all of the proposed activities, which will encourage you to the development reading and writing skills.

Let's start with the first week of study

Contents, resources, and recommended learning activities



Week 1

Unit 1. Extreme sports and personal limits

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

I invite you to take the basic textbook and complete some suggested activities. The first suggested activity named "Focus on the Topic", it is an activity that will help you to predict the content of the unit. Then, continue working on the "Vocabulary activities", which will help you to predict meaning from context. And finally, you have to develop some reading activities, that will help you to practice different reading strategies such as identifying main ideas, supporting details, and locating specific information.

Now you are going to start studying the first topic of this week "make inferences."

Focus on Reading:

1.1. Make Inferences

Now, you are going to study and apply the first reading strategy. Firstly, you need to know that "make inferences" is a comprehension strategy used by proficient readers to "read between the lines" and "make connections" (Gunning, 2006).

Now, I invite you to read and analyze the explanation presented in the basic textbook and complete the exercises. This strategy will help you to complete the activities presented in the basic textbook (Reading 1). The study and practice of this reading strategy will help you to improve your reading skills.

Once you have reviewed the contents of the basic textbook and completed the suggested exercises, you understand better that "*Inference*" is the ability to connect what is in the text with what is in the mind to create an educated guess (Beers, 2003).

1.2. Take notes on keywords and phrases

Another reading strategy that helps you to improve this skill is to take notes on keywords and phrases. This strategy involves "taking specific information or main ideas" from a text, passage, article, etc. Dewitt (2007), highlights that taking notes is a reading strategy that allows processing the context information in the mind and it can help students write down their own words, beliefs, and ideas.

To have a better understanding of this topic, I invite you to read the chart presented in the basic textbook and complete the exercise presented in the basic textbook. This reading strategy will help you to complete the activities presented in the basic textbook (Reading 2).

Keep in mind, that one of the fundamental reasons for taking notes, is to improve your understanding and retention of the content of a text.

Now, let's focus on the following topic.

1.3. Recognize quotations and reported speech in texts

It is important to know the function and use of quotes and reported speech when reading different types of texts, such as news articles, readings, etc.

With the purpose to understand better this topic, I invite you to read and analyze the information presented in the following resource [Quotations and Punctuation](#). The information in this resource will help you to understand better this topic. Since, it provides a deep explanation and some examples such as direct and indirect quotations. Once you have reviewed the previous information, you need to complete the exercises presented in the basic textbook. Also, to strengthen your understanding of this topic, you can read "Reading 2" from the basic textbook and identify quotes and reported speech.

With the previous information in your mind, it is important to mention that the primary function of *quotation marks* is to set off and represent exact language (either spoken or written) that has come from somebody else. While, reported speech is when we tell someone what another person said (Barton & Dupaquier, 2020).

*How did it go? Did you read and complete the exercises in your textbook?
Good job!*

Now, let's move to the grammar topic

1.4. Parts of speech

In the process of improving reading and writing skills, it is necessary to review vocabulary and grammar contents. Understanding parts of speech is essential to determine the correct definition and function of a word.

To get a clear idea about parts of speech, I invite you to watch the following video, [Parts of Speech](#), which presents relevant information and examples related with the use of nouns, verbs, adjectives, adverbs, etc. Once you have watched the video, you need to complete the exercises presented in the basic textbook.

As you can see the *parts of speech* involves enclose words such as nouns, pronouns, verbs, adverbs, adjectives, articles, prepositions, conjunctions, and interjections. Hogue (2003) state that individual words can become different parts of speech depending on their function in a sentence

Now, it is time to verify and apply your knowledge and learning about the contents studied this week, so I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. In order to apply the reading skills such as: identify the main ideas, supporting details, and infer vocabulary from context, I invite you to complete the following game. **Game:** [Reading strategies](#):
2. Follow the instructions and complete the suggested activities presented in your textbook related to: Vocabulary, (Reading 1 and 2), quotations and reported speech, and connect the readings. The develop of these activities will help you to reinforce your reading skills.



Week 2

Congratulations you have completed the study topics proposed in week 1; for this week 2, it is appropriate to review some topics related to writing.

Firstly, you will review grammar “modals of ability” and then you will analyze a writing strategy “adding information for clarity”. Finally, you will study the structure and how to write a “letter” and a “factual report.” These topics will help you to improve your writing skills.

Now, you are going to start studying “modals of ability.”

Focus on Writing:

1.5. Modals of ability: Can, Could, and Be able to in the present, past, future, and present perfect

Grammar is a very important issue that helps to improve writing and reading skills. Knowing English grammar structure helps you to be a better writer, reader, communicator, thinker, and listener.

Let’s check the following chart, to have a general idea of this grammar topic.

Hogue (2003) mentions the following uses and examples of modals of ability.

You use “can” to talk about ability in the present and the future.

- You can all read and write
- Anybody can become a qualified teacher

You use “could” to talk about ability in the past

- He could run faster than anyone else

You use “be able to” to talk about ability in the present, future, and past.

- They are not able to run very fast
- She was able to tie her own shoelaces
- We will be able to sail a boat

Now, I invite you to read and analyze the explanation and examples suggested in the basic textbook about the different forms used to describe

ability. I recommend you complete the activities suggested in the basic textbook, in the grammar section. This will help you verify what you have learned about it.

As you can see, modals of ability "*can, could, and be able to*" are used to express ability, but it can be expressed in different tenses.

Now, let's focus on factual report

1.6. Factual report

It is time to put into practice the vocabulary and grammar you have reviewed and studied in this unit, by writing a "factual report".

First, it is necessary that you read and analyze the explanation given in the basic textbook, which presents some tips on how to write a "factual report." After that, you have to complete all the exercises suggested in the basic textbook, it will be very useful in the process of writing it.

Finally, it is important to mention that a *factual report* describes a situation and embrace a large amount of accurate data (facts). Barton & Dupaquier (2020) mentions that a news article is an example of a factual report.

1.7. Add information for clarity

When writing a piece of text, it is important to express the ideas in a clear and comprehensive way, you achieve this characteristic you have to think about your audience, the people who will read what you write. Remember that they may know less about the topic than you do.

I suggest you read and analyze the information about [Improving Sentence Clarity](#), it will help you to understand better the different ways to add information to a sentence, paragraph, texts, etc. Additionally, it is essential that you read the explanation and complete the suggested exercises in the basic textbook.

Do not forget that, the purpose of *add information* such as ideas, specific details are used to give the reader clear ideas of the reading process (Barton & Dupaquier, 2020). Also, linking words and phrases, punctuation and other transitional signs are essential to add clarity in texts.

1.8. Writing a letter

When you write a letter, it is important to consider the audience, the appropriate content, level of formality, and format because there are formal and informal letters. Regarding informal letters, you can write them to friends or relatives. In relation to formal letters, they are writing with a professional purpose.

To understand better this topic, I invite you to review the following resource [Formal and informal letters](#). It shows a deep explanation and clearly examples how to write formal and informal letters.

Once you have reviewed the previous information and the contents presented in the resource, you should be clear that a *formal letter* is written in professional language, with a prescribed format for a formal purpose, i.e., a letter of reference, inquiry, complaint, cover letter, etc. On the contrary, an *informal letter* is written to someone we know well. This letter can be used to convey a message, news, give advice, congratulate the addressee, request information, ask questions, etc. Therefore, colloquial or slang terms, codes, abbreviations, etc. can be used.

How was this topic? Interesting!

Let's continue with the recommended learning activities.



Recommended learning activities

1. With the purpose to improve your writing skills and grammar and vocabulary knowledge, I recommend you complete the writing activities presented in the basic textbook (grammar, vocabulary, and writing strategies). Follow the instructions presented in each activity.
2. It is important to practice your writing skills and apply the grammar, and vocabulary, contents studied during this week.

Strategies:

- Choose a famous athlete or dancer who you admire and write a "Factual Report" (1 paragraph).

- Then, you have to organize the collected information using the 5WS to write a factual report (1 paragraph). Write down the factual report in a notebook. Use the grammar and vocabulary from unit 1.
3. Another activity to improve your writing skills, is write a cover letter

Strategies:

- Write a cover letter for a *prospective employer*.
 - Include introductory, supporting, and concluding paragraphs.
 - Use the grammar and vocabulary learning in this unit. Write it in a notebook.
4. Now, I would like to invite you to complete some activities related to modals of ability. In this game, you will put into practice your learning about this grammar topic. **Grammar:** [Modals of ability](#)

Finally, I would like to invite you to complete the following **Self-Evaluation**
Unit 1 proposed to practice the contents, studied in this unit 1.



Self evaluation 1

- A. Activity : Read the paragraph. Use the words below to fill in the blanks. Not all of the words will be used.**

- accomplished - obsession - enormous - pressure - risk - challenges - focus - daring

Why do some students have an 1. _____ with sports? Experts say that when students 2. _____ on sports they can escape problems at home or at school. These problems often include a feeling of 3. _____ from parents to get good grades. They may also include difficulties at home that seem 4. _____ and impossible to solve. These 5. _____ may appear to go away when students devote all their energy to a sport.

- B. Activity: Read each sentence and the additional information that follows it. Choose the correct way to revise the sentence so that it includes the additional information.**

1. **Sentence:** Many schools offer help to student athletes for compulsive behavior related to their sport.

Additional Information: Compulsive behavior = repetitive actions that offer no reward or pleasure

- a. Many schools offer help to student athletes for compulsive, or unnecessary repetitive actions, behavior related to their sport.
- b. Many schools offer help to student athletes for compulsive behavior, or unnecessary repetitive actions, related to their sport.
- c. Many schools offer help to student athletes for compulsive behavior related to their sport, or unnecessary repetitive actions.

2. **Sentence:** Dr. Carl Wu offers professional advice to athletes with unhealthy sports habits.

Additional Information: Dr. Carl Wu is a sports psychologist.

- a. Dr. Carl Wu, a sports psychologist, offers professional advice to athletes with unhealthy sports habits.
- b. Dr. Carl Wu offers professional advice, a sports psychologist, to athletes with unhealthy sports habits.
- c. Dr. Carl Wu offers professional advice to athletes with unhealthy sports habits, a sports psychologist.

3. **Sentence:** A study of mental disorders in athletes is ongoing at Bellville's UMHRC.

Additional Information: UMHRC: Universal Mental Health Research Center

- a. A study, or Universal Mental Health Research Center, of mental disorders in athletes is ongoing at Bellville's UMHRC.
- b. A study of mental disorders in athletes, or Universal Mental Health Research Center, is ongoing at Bellville's UMHRC.
- c. A study of mental disorders in athletes is ongoing at Bellville's UMHRC, or Universal Mental Health Research Center.

Once you have completed the self-evaluation, check your answers at the end of the didactic guide.

C. Activity : Read the text. Choose the correct answers.

FREE SOLO CLIMBING

1. When rock climbers “free solo,” they climb without a rope or any equipment. They’re basically using their hands and feet alone. This goes way beyond daring into a whole new area of risk—the kind of risk that requires having a very focused mind. Alex Honnold is an accomplished athlete and an excellent example of a person with a focused mind. When people ask him if he free solos for excitement, he explains that being very excited or nervous during this type of climb can actually indicate a problem. He says that when a free solo climb is going well, it’s slow and controlled. The climber just moves up the rock, enjoying the beautiful day. There is an enormous sense of peace instead of pressure.
 2. Alex Honnold was able to climb Half Dome, a famous rock formation in Yosemite, in less than three hours and without a rope. Imagine climbing thousands of feet into the sky with nothing to catch you if you fall! Your life depends on your own hands and feet, and just as importantly, your mind. Though it is very likely one mistake will end your life, you must keep calm and relaxed. This is why free solo climbing is more than an athletic challenge—it is a unique and extreme sport that tests both the body and mind equally.
-

1. **Alex Honnold has climbed Half Dome ____.**
 - a. **in less than two hours**
 - b. **in two hours**
 - c. **in less than three hours**
 - d. in a little over three hours
2. **How certain is the writer of the danger of free solo climbing?**
 - a. somewhat certain that free solo climbing is dangerous
 - b. very certain that free solo climbing is dangerous
 - c. very certain that free solo climbing is not dangerous
 - d. You can’t tell how certain the writer is.
3. **In Paragraph 1, Alex Honnold’s opinion is presented as ____.**
 - a. reported speech that describes good solo climbing as slow
 - b. a quotation that describes good solo climbing as slow
 - c. reported speech that describes the excitement of solo climbing
 - d. a quotation that describes the excitement of solo climbing

D. Activity: Complete the chart with the correct word forms.

| Noun | Verb | Adjective | Adverb |
|-------------|---------|-----------|-------------|
| impression | impress | | |
| | willed | willing | willingly |
| inspiration | | inspiring | inspiringly |

Answer Key



Unit 2. Fraud and its consequences

It is time to study the second unit of this first bimester and continue working on the achievement of the learning outcomes proposed in this bimester.

This week you are going to review and study reading strategies such as "infer comparisons" and "identifying detailed examples in texts." Additionally, you will study an interesting topic related to vocabulary "Suffixes to form adjectives."

To have a previous idea about the theme of this unit, I suggest you do the first activity presented in the basic textbook named "Focus on the Topic." Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions in your notebook.

Let's start with the first topic of this unit inferring comparisons

Focus on Reading:

2.1. Inferring comparisons

Firstly, you need to know that "Inferring" allows the reader to make assumptions about what is not explicitly specified in the text. But, it is important to know that there are some cases where writers sometimes suggest comparisons, without directly stating in a text and it requires a reader effort to identify the different comparisons, presented in the text. Moreover, "inferring comparisons" requires reading a text closely (Barton & Dupaquier, 2020).

To understand better this reading strategy, you need to read and analyze the explanation presented in the basic textbook and complete the suggested exercises. This strategy will help you to complete the activities presented in (Reading 1) in the basic textbook.

Remember, *inferring comparisons* help the reader to understand better a text and improve their skill in drawing conclusions.

How did it go? Did you complete the exercises presented in the textbook? Did you practice this reading strategy? Great!

Let's continue with the next topic identify detailed examples

2.2. Identify detailed examples

As you know, "details" are pieces of evidence used to explain and expand upon the main idea of a text. When the main idea is implied, and not clearly stated, you can look at the supporting details in a text to better understand what the author is saying and why.

To strengthen your understanding about this topic, you can read the explanation presented in the basic textbook and complete the activities suggested in "Reading 2"

With the previous information in your mind, you can assume that "*detailed examples*" include information about time, place, people, and events (Barton & Dupaquier, 2020).

Let's move to the grammar topic suffixes to form adjectives

2.3. Suffixes to form adjectives

It is time to remember this grammar topic, as you know "Suffixes" are word roots and parts that are put at the end of the word and they usually change the meaning of the word as well as the part of speech Rasinski, Padak, Newton, & Newton (2013).

In order to refresh your knowledge about this topic, I invite you to review the following resource [Suffixes](#), in which you will find some examples and interesting activities to put into practice your knowledge about it.

Now, it is important to remember that a *suffix* is a letter/a group of letters attached to the end of a word to form a new word or to change the grammatical function (part of speech) from the original word.



Recommended learning activities

1. Now, in order to put into practice your reading skill related to identify detailed examples, I would like to invite you to complete the following game." [Detailed Examples:](#)



Week 4

This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar rules on how to use "simple past and past progressive" and the use of "when and while", as well. And finally, types of paragraphs, how to identify and write topic sentences and descriptive paragraphs.

Let's start with the grammar topic.

Focus on Writing:

2.4. Simple past and past progressive

At this level, I suppose that you know the use of both tenses. I would like to invite you to analyze the following information, to refresh your previous knowledge about the use of simple past and past progressive.

Table 1.

The use of simple past and past progressive

| Simple Past | Past Progressive |
|--|---|
| We use the simple past as the narrative form of the past to express completed, sequential actions. | The past progressive tense, also called the past continuous tense, emphasizes a continuing or incomplete action in the past. We can use this tense to describe what was in progress at a specific moment in time in the past. |
| Example: <i>Last month</i> a girl from China <i>joined</i> our class. | Example: Lucy <i>was sitting</i> on the beach at six o'clock <i>yesterday</i> . |
| <ul style="list-style-type: none"> Actions that happened once or repeatedly in the past | <ul style="list-style-type: none"> Two actions that were taking place at the same time. |
| Example: She <i>showed</i> us where she <i>was</i> from on a map. | Example: <i>While</i> Lucy was relaxing on the beach, Laurence was sailing. |
| <ul style="list-style-type: none"> Actions that happened one after the other in the past | <ul style="list-style-type: none"> A past action that was interrupted by a second past action. |
| Example: She <i>came</i> in, <i>introduced</i> herself, and <i>began</i> to talk about her country. | Example: Lucy was watching the sunset <i>when</i> Laurence passed by on his boat. |
| <ul style="list-style-type: none"> A new action interrupting an action that was already taking place, together with the past progressive tense. | |
| Example: <i>While</i> she was talking about her hometown, the school bell suddenly rang. | |

Note. <https://english.lingolia.com/en/grammar/tenses/past-progressive>

After having analyzed the information above. To have to deep understanding, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this grammar topic.

Do not forget that, we use the *simple past* to talk about: actions, habits, and facts in the past. And, we use the "*past progressive*" to express interrupted actions, specific times as interruption, and parallel actions (Barton & Dupaquier, 2020).

How was this grammar topic? Did you understand the use of simple past and past progressive? Excellent!

Let's move to the next topic types of paragraphs

2.5. Types of paragraphs

It is time to refresh your previous knowledge about paragraphs. Dewle (2020) in his textbook presents some different types of paragraphs such as:

- **Narrative paragraph:** tells a story about an event, adventure, scene, or occurrence.
- **Descriptive paragraph:** describes specific sensory details about a person, place, or thing.
- **Persuasive paragraph:** tries to convince the reader of the author's point of view.
- **Illustration paragraph:** expresses in different ways, sometimes through examples or pictures, figures, or tables.
- **Explanatory paragraph:** explaining a process step by step. It will offer the reader specific details concerning a particular subject.
- **Cause and effect paragraph:** explain the relationship between the causes and effects of a specific situation.
- **Comparison and contrast:** examine similarities and/or differences. Compare emphasizes on similarities. Contrast emphasizes differences.

With this previous information in your mind, I would like to invite you to check the following resource [different types of paragraphs](#), which comprise detailed information and examples of the different types of paragraphs.

Finally, once you have reviewed the previous learning resources, you should keep in mind that the type of paragraph that you decide to write, will depend on several factors, such as the purpose and intention, the organization, the logical order of ideas, and information, the argumentation, the organization of facts, comparison and contrast of ideas, definition of a key concept, explanation of the steps of a process, statement of an example

or relationship with a series of events. It should be noted that using a clear paragraph structure will help the reader understand the purpose of your writing (Newcastle University Library, 2021)

2.6. Descriptive Paragraph

It is time to put into practice the vocabulary and grammar that you have reviewed and studied in this unit, by writing a "descriptive paragraph."

Firstly, you need to remember that a "descriptive paragraph" describes a thing, a person, or a place Spencer (2005). It involves detailed information that allows the reader to form an image in his or her imagination.

To learn even more, I would like to invite analyze the following example, in it you will analyze the main idea, supporting details and conclusion related to a descriptive paragraph.

Example descriptive paragraph

LAKE HARRIET

Lake Harriet is a great place to swim and relax. In the summer, the water is warm and clean, and the beaches are large enough to accommodate groups of people seeking relief from a midsummer scorcher. In addition to swimming, visitors to the lake can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sun block wafts through the air from sunbathers lying on the beach. Children laugh and splash in the water, and nearby volleyball games stir passionate shouts in the heat of competition. Meanwhile, lifeguards sit atop their towers and make sure everyone is safe. In the distance, sail boats catch the soft breezes that ripple Lake Harriet's surface, and canoeists glide quietly past. This is what summer is all about!

Note. This information was taken from the following web-page
<https://n9.cl/85kbv>

After having read the example, you should have a general idea of what it is like to be in this place described in the paragraph. It describes the color, size, depth, height, width, etc. Let's check the following chart.

Table 2.

The five senses

| Touch | Smell | Sound | Taste | Sight |
|----------------------|--|--|--------------|---|
| water, sand, heat | air, fish, hot dogs, food trucks, sun block | laughing, splashing, music, volleyball | sand, lotion | the sun, sand, children lifeguard, toys, boats, canoes |

Note. This information was taken from the following web-page <https://n9.cl/85kbv>

Now, it is time to read and analyze the explanation given in the basic textbook, which presents some tips on how to write this type of paragraph. After that, completing all the exercises suggested in the basic textbook, it will be very useful in the process of writing. The study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first bimester.

Keep in mind that the purpose of "*descriptive paragraphs*" is to describe as many characteristics of a person, place, thing, or feeling as you can express (Rollins, 2009). And, it includes the main idea, topic sentence, supporting details, and concluding sentence

2.7. Topic sentence

In order to continue with this new topic, it is important to know that a topic sentence is usually the first sentence of the paragraph. It states the main idea of the paragraph. A good topic sentence tells the reader exactly what the rest of the paragraph will be about (Hogue, 1996).

To understand this topic better, I invite you to complete the activities and exercises suggested in the basic textbook.

Do not forget that a "*topic sentence*" is a general statement focusing on the key thought of a paragraph, while the bulk of a paragraph is specific information that supports the topic sentence (Woolston, 1988).



Recommended learning activities

1. To verify your learning in the study of this grammar topic "**simple past and past progressive**", I would like to invite you to play the following game.
2. It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week. Hence, I encourage you to write a "descriptive paragraph" describing an experience with fraud that you or someone you know has had.

Strategies:

To complete this recommended activity, you have to think about an experience that you or someone you know had with fraud. I suggest you answer the following questions, it will help you to organize your ideas in a better way.

- a. What happened?
- b. What made it a fraud?
- c. What were the consequences?
- d. How did you or the other person feel after this experience? Why?
- e. When did you realize something was wrong? Who helped deal with the problem?

Finally, organize the collected information and write down the "descriptive paragraph" in a notebook. Use the grammar and vocabulary from unit 2.

Now, I would like to invite you to complete the following **Self-Evaluation Unit 2** proposed to practice the contents, studied in this unit 2.



Self evaluation 2

A. Activity: Read the paragraphs. Choose the best topic sentence.

1. _____. The lawyer promised to help her get U.S. citizenship. She paid him more than a thousand dollars. At first, he said he was working hard to help her, but then suddenly, he disappeared. She never heard from him again, and she lost the money.
 - a. My sister wanted to become a U.S. citizen.
 - b. My sister was so angry and hurt.
 - c. My sister had a terrible experience with a fake lawyer.
 - d. My sister says you can't trust everyone you meet.

2. _____. He offered me three boxes of computer equipment for a really low price. I thought it was a good deal. He opened the first box and showed me the equipment inside, and I agreed to buy all three. When I got home and opened the other two boxes, they were filled with sand. The computer equipment in the first box was broken. I called the police, but they never found the man.
 - a. I had a bad experience with boxes of sand.
 - b. A dishonest man cheated me out of some money.
 - c. I am angry because I bought some broken computer equipment.
 - d. I met a man in a parking lot near the university library.

3. _____. Someone opened five credit cards in my name and spent close to twenty thousand dollars. My credit was destroyed. At first, the police couldn't help me. I couldn't sleep at night, and I was so stressed I started eating less. I couldn't focus at work and almost lost my job. It took me three years to fix my credit and get my life back together, and I still have nightmares.
 - a. I lost a lot of money because of identity theft.
 - b. It was the worst day of my life.
 - c. I had a frustrating experience with a con man.
 - d. Identity theft nearly destroyed my life.

B. Read the story. Use the words below to fill in the blanks. Not all of the words will be used.

weary - motive - con man - duplicate - impersonating - fishy - suspicious

I had a scary phone conversation with a 1. _____ last week. The man was 2. _____ a government agent. He asked me for my name, address, passport number, and social security number. I knew something was 3. _____, so I didn't tell him anything. I hung up and called the police instead. They said I was right to be 4. _____. The police said the man's 5. _____ was to steal my identity.

C. Use when, while or a comma (,) to complete each sentence.

1. I met a con man _____ I was working my last job.
2. Joe was reviewing his bank statement _____ he noticed a suspicious charge.
3. When the police arrested the con woman _____ she admitted her crimes.
4. When I lost my wallet _____ I was riding the downtown express train.
5. The FBI was following the thief _____ he was moving from city to city.

D. Match the beginnings to the endings.

Beginnings:

1. _____ Do you ever feel like someone is watching you? I asked anxiously. Jim turned around to answer me but noticed someone, or something, in the shadows. "What is it?" I nervously stuttered.
2. _____ John feel terrified as the plane shook. His eyes turned to see other fearful passengers nearby. Suddenly, the lights went off and they heard, "This is the captain. Please fasten your seatbelts."

3. _____ The sun was shining brightly in a cloudless sky as we trekked through the Himalaya Mountains. I wasn't sure of our location, so I searched my bag for the compass and map. Nothing. I looked desperately but found nothing.

Endings:

- A. He was right, I get frightened too easily! Only I could be scared of a coat hanging on the back of a door.
- B. As we lay down tired from the heat, hungry and in need of water, we heard a sound. Andrew looked up into the sky. "It's the rescue helicopter!" he cried. We all felt relieved.
- C. There was a sigh of relief as light returned. Who would have known that a short thunderstorm could cause so much panic?
- D. Complete the list using word forms from the following list:**

suspicious, fraudulently, impersonation, deceptively, impersonate, deception, fake, suspiciously, duplicate, astonishing, deceive, fraud.

Noun:

Verb:

Adjective:

Adverb:

Answer Key



Focus on Reading:

Unit 3. Space and planets

It is time to study the third unit of this first bimester and continue working on the achievement of the learning outcomes proposed in this bimester.

This week you are going to review and study a reading strategy "scanning for details", also you will study an interesting topic related to vocabulary "Prefixes." Additionally, you are going to review a grammar topic "infinitives of purpose", and the use of "parallel structure". Finally, you will learn how to write and organize a paragraph outline and a pros-and-cons paragraph.

Let's start with the first topic of this unit "scanning for details."

Focus on Reading:

3.1. Scanning for details

I am sure that you know this reading strategy. I invite you to review and analyze the following chart, with interesting information about this reading strategy.

Table 3.

Scanning for details

| Scanning | |
|----------------------|---|
| What is it? | Scanning is a useful tool for speeding up your reading. It will help you to look only for a specific fact or piece of information without reading everything. |
| Why do I scan | Scanning allows, you to locate quickly a single fact, date, phrase, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add specific detail to something you are writing. |

Scanning

- How do I scan?**
1. Knowing your text well is important. Predict where in a chapter you might find the word, name, fact, term, or date.
 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guided you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?
 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking.
 4. Aim for 100% accuracy!
-

Note. The table displays the explanation of scanning

Once you have a general idea about this reading technique, I would like to invite you to read and analyze the explanation given in the basic textbook. After that, complete the exercises suggested in the basic textbook, I am sure that it will be very useful to improve your reading skills.

Did you complete the suggested exercises in the basic textbook? Did you understand better this reading strategy? Great!

Let's continue with the grammar topic prefixes

3.2. Prefixes

Now, let's refresh your previous knowledge with this topic prefixes. What are prefixes? Prefixes, are letters that we add to the beginning of a word to make a new word with a different meaning. It also can create a new word opposite in meaning to the word the prefix is attached to (Rasinski, et al., 2013).

Now, I encourage you to review and analyze the information presented in the following link, in which you can find some examples using [prefixes](#), it will help you to understand better this topic and improve your vocabulary.

To understand better this topic, complete the exercises suggested in the basic textbook in the vocabulary section. So, do not forget that *Prefixes* are a syllable, or group of syllables, added to the beginning of a word to alter its

meaning. In fact, it helps to make it possible to create new words that are easily understood.

3.3. Infinitives of purpose: after verbs and to

Dear students, I invite you to review the following information, it will give you a general idea of the use of “infinitives of purpose.”

Folse, (2010) stated that:

We use the “**to-infinitive**”: to express purpose (to answer “Why...?”):

- He bought some flowers **to** give to his wife.
- He locked the door **to** keep everyone out.

We sometimes say in “**order to**” or in negative form “**order not to**”:

- We set off early to avoid the traffic.

They spoke quietly in **order not to** wake the children

After you have reviewed the previous information, I encourage you to complete the exercises suggested in the basic textbook. It will help you to verify what you have learned about this topic.

We need to keep in mind that we can use “*to + infinitive*” to say “*why*” we do something. It tells the other person the reason.

Remember that the study and practice of the contents and the suggested activities of this grammar topic will help you to achieve the learning outcomes proposed in this first bimester.

Focus on Writing:

3.4. Paragraph outline

Dear students, it is time to continue working on developing and improving writing skills. Remember that, “paragraph outline” is just a general plan of what you are going to write in your paragraph. It helps to organize in a paragraph the topic sentence, supporting points, supporting details, and concluding sentence (Barton & Dupaquier, 2020).

To get a better understanding of this topic, I invite you to review the following resource "[outline.](#)", which presents detailed information and clear examples how to organize and write an. Once you have reviewed the previous learning resource, I am sure that you are ready to write your own "outline". I invite you to complete the activities suggested in the basic textbook.



Do not forget that an "*outline*" will help you to organize the main idea and details that you want to include in a paragraph (Barton & Dupaquier, 2020).

3.5. Pros and cons paragraph

Dear students, first we need to know what involves a "pros and cons paragraph". It serves you to state both the pros (positives) and the cons (negatives) of a given topic. Hochman and Wexler (2017) mention that in pros and cons paragraphs present one side of an issue and the evidence that supports it. Also, in this type of paragraph, you can synthesize the information and state your position clearly.

Now, I suggest you review the following resource [Pros and Cons](#), it comprises a detailed explanation and structure of this type of paragraph. With this explanation, it is time to complete the exercises suggested in the basic textbook, it will be very useful in the process of writing a "pro and con paragraph." The study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first bimester.

Consider that, a *pros and cons paragraph* focus on developing critical thinking skills by examining an issue from different perspectives (Hochman et al., 2017). Furthermore, you can write a simple summary of the pros and cons of an issue, or decide which side is right or synthesize the pros and cons into concrete recommendations.

3.6. Parallel structure

Well let's review the following information about parallel structure. According to Woolston (1988), parallel structure has some important functions in writing texts, such as clarifying the logic of development in

outlines, setting up items for comparison and contrast, and showing that points are related to, and to enhance the reader's understanding. In fact, writers use parallel structure to add clarity to their writing and to make it easier to understand.

It is time to complete the exercises suggested in the basic textbook, it will help you to reinforce what has been studied about this topic. So, keep in mind that *parallel structure* gives to our writing a grammatical symmetry and the use of it is crucial for clarity and understanding (Woolston, 1988).



Recommended learning activities

1. This activity, is a game, in which you will apply the reading strategies and vocabulary studied in this week. [Scanning Details](#):
2. To improve your grammar knowledge, I invite you to complete the following game: [Infinitives of Purpose](#):
3. I suggest you complete an interactive activity in the following Open Educational Resource, about "[outline activity](#)". Here you will organize some ideas into an outline. Also, after completing the activity, you will receive the corresponding feedback. Do not forget that, "Outlines" are an excellent way to organize and evaluate ideas for writing a paragraph or essay. Also, in an outline information consists of heading and subheadings that are laid out using an ordering system comprised of capitalized and uncapitalized Roman numerals, letters, and numbers. This method provides an efficient and logical way to present information and show how it is related.
4. It is important to practice your writing skill, you are going to write a "pros and cons paragraph"

Strategies

- Answering the following question and explaining the cons and pros of your decision. Question: *Would you go on a Mars mission?*
- Write down the "pros and cons paragraph" in a notebook. Use the grammar and vocabulary from unit 3.

Once you have completed the suggested games, and written your “pros and cons” paragraph, I would like to invite you to complete the following **Self-Evaluation Unit 3** proposed to practice the contents, studied in this unit 3.



Self evaluation 3

- A. Read the article. Use the information to answer the questions that follow.**

PERSONAL MISSION TO MARS

1. If you think you'd like to live on Mars, you may have that possibility by 2031. A Dutch company called Mars One will soon advertise for people interested in colonizing Mars. If you have all the necessary skills, you could be one of the first colonists to Mars. Are you ready for the challenge?
2. Luckily, you won't have to find the money to pay for a mission to Mars because it would cost billions of dollars. Mars One is counting on getting some of the money it needs from people who become interested in the television show they are planning to start soon. The purpose of the television show will be to select people to join six teams of Mars colonists. Will you be one of them?
3. As a future colonist in one of the six teams, you will go through years of training. If your team is the first team to travel to Mars, your main responsibility when you get there will be to build an artificial environment where humans can survive. Believe it or not, these Mars One astronauts will never return to Earth. Their mission will be to establish a colony that can support itself, which means that the colonists must be ready to spend the rest of their lives on Mars.

1. When you _____ people, you depend on them for help.
 - a. simulate with
 - b. spin with
 - c. count on
 - d. isolate

2. It takes money and effort to _____ a new company, especially one with big goals, like Mars One.
- a. establish
 - b. speculate on
 - c. research
 - d. automate
3. What is another good title for this article?
- a. Mars One: An Exciting New Company
 - b. Meeting the Challenge of Mars One
 - c. Mars One: A New Television Show
 - d. Life on Mars
4. The training of Mars One astronauts will take _____.a. days
- a. weeks
 - b. months
 - c. years
5. The sentence that begins with “Believe it or not” in Paragraph 3 means that the job of Mars One colonists will be _____.
- a. not so difficult
 - b. somewhat difficult
 - c. difficult
 - d. very difficult
6. How many teams of astronauts will there be?
- a. one
 - b. three
 - c. six
 - d. eight

B. Complete the sentences with words from the box. Use the words to create common expressions in English.

automatic reaction research speculation

1. To be frightened of the unknown is a natural _____.
2. The _____ transmission in many vehicles makes it easier to drive.
3. Market _____ helps organizations learn what the public thinks about an idea.
4. Many scientists think it is idle _____ to guess what Mars will be like.

C. Circle the infinitive of purpose in each sentence below.

1. Scientists are studying Mars in order to learn more about the planet.
2. Many people on Earth would like to travel to Mars one day.
3. Some researchers want to add water to the environment on Mars.

D. Choose the correct word or words to complete each sentence.

1. The first colonists must work hard _____ a small community.
 - a. in order of built
 - b. to build
 - c. will build
2. They may live underground _____ the freezing temperatures.
 - a. avoid
 - b. in order avoiding
 - c. in order to avoid

3. There is no magnetic field on Mars _____ people from the Sun's harmful rays.
- in order protected
 - in protecting
 - to protect
4. People must pull oxygen from the carbon dioxide in the air _____.
- in order to live
 - living
 - will live
- E. Read the paragraph below. Label each marked sentence as TS for a topic sentence, SP for a supporting point, SD for a supporting detail, or CS for a concluding sentence. The first one has been done for you.
- _____ Olympus Mons is one of the most interesting geographical features on Mars.
 - _____ It is the largest volcano in the entire solar system.
 - _____ This huge natural structure is 100 times larger than the largest volcano on Earth. Its diameter is about the size of the state of Arizona.
 - _____ Olympus Mons would certainly be a sight to see!
- F. Choose the correct parallel structure for each pair of sentences.
- Scientists study the atmosphere of Mars.
Scientists learn about the atmosphere of Mars.
- Scientists learn and study about the atmosphere of Mars.
 - Scientists are learning about and study the atmosphere of Mars.
 - Scientists study and learn about the atmosphere of Mars.

2. The iron minerals rust in the soil on Mars.
The iron minerals turn red in the soil on Mars.
- a. The iron minerals rust and turn red in the soil on Mars.
 - b. The iron minerals turn rust and red in the soil on Mars.
 - c. The iron minerals rust in the soil on Mars and are turning red.
3. Dust storms occur often on the surface of Mars.
Dust storms last for months on the surface of Mars.
- a. Dust storms occur often on the surface of Mars and are lasting for months.
 - b. Dust storms occur often and last for months on the surface of Mars.
 - c. Dust storms are lasting for months on the surface of Mars and occur often.

Answer Key



Unit 4. Language and its power

It is time to study the fourth unit of this first bimester and continue working on the accomplishment of the learning outcomes proposed in this bimester.

This week you are going to review and study reading strategies such as "infer the meaning of proverbs", "recognize how examples support opinions in texts". Also, you will study an interesting topic related to vocabulary "antonyms". I am sure you will enjoy the topics included in this week of study.

Let's start with the first topic of this week "infer the meaning of proverbs"

Focus on Reading:

4.1. Infer the meaning of proverbs

Before beginning the study of this topic, it is important to know what is a proverb? According to Manser (2007), a proverb is a saying, usually short, that expresses a general truth about life, and it gives advice, makes observations, or present teaching in a memorable way. Additionally, it is used quite often in everyday speech.

Let's check some examples of proverbs with their meanings.

Examples of proverbs

- **"The pen is mightier than the sword."**

Trying to convince people with ideas and words is more effective than trying to force people to do what you want.

- **"When the going gets tough, the tough get going."**

Strong people don't give up when they come across challenges. They just work harder

- **“Too many cooks spoil the broth.”**

When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders

Note. The table displays some examples of proverbs (advice)
<https://n9.cl/kylzx>

Now, I encourage you to review the following resource [English Proverbs](#), where you can find a large list of common English proverbs, with their meaning. It will help you to increase your vocabulary. Additionally, I invite you to read and analyze the explanation and complete the exercises presented in the basic textbook. This reading strategy will help you to complete the activities presented in (Reading1) in the basic textbook. The study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this first bimester.

Remember that, writers sometimes use “*proverbs*” as an interesting way of suggesting an idea without directly stating it.

4.2. Recognize how examples support opinions

Dear students, it is time to know more information about this reading strategy. Connelly et al., (2008) stated that “examples” are specific information that focuses on people, things, places, or events that illustrate an idea or provide supporting

To have a better understanding of this reading strategy, I invite you to analyze the information and complete the exercises presented in the basic textbook. It will help you to verify what you have learned about this topic. Also, this reading strategy will help you to complete the activities presented in (Reading 1 and 2) presented in the basic textbook.

Well, keep in mind that “*examples*” are pieces of evidence and it is quite beneficial for writers to support their claims and ideas. And, its purpose is to support the main idea.

Did you complete the activities suggested in the basic textbook? Great!

Let's continue with the grammar topic Synonyms

4.3. Synonyms

Let me refresh your previous knowledge about synonyms. "Synonyms" are words that have the same or nearly the same meaning and they can have similar meanings when used in some sentences, but they have different meanings when used in other sentences (White, 2001). For example, the synonyms for the adjective beautiful can be attractive or handsome.

Now, I invite you to review the following resource [Synonyms](#), which presents some detailed examples, which will allow you to learn new vocabulary." After that, you have to complete the exercises presented in the basic textbook "vocabulary". So, remember that a synonym is a word or phrase that means the same (or very nearly the same) as another word or phrase.

Did you complete the exercise suggested? Great!

Let's move to the next grammar topic phrasal verbs

4.4. Phrasal verbs

It is time to know what is a phrasal verb? Let's check it

Phrasal Verbs are fairly common in English, particularly in informal contexts, but in academic writing, they are best replaced by single-word alternatives whenever possible. They consist of a verb and a particle or sometimes two particles. The particle usually changes the meaning of the verb

Phrasal verbs can be transitive or intransitive. Let's analyze the following information:

Table 4.

Transitive and Intransitive Phrasal Verbs.

| TRANSITIVE PHRASAL VERBS | INTRANSITIVE PHRASAL VERBS |
|---|--|
| <ul style="list-style-type: none">Transitive phrasal verbs have <u>objects</u>.Most transitive phrasal verbs are <u>separable</u>. <p>This means that the object can come:</p> <p>AFTER the verb + particle</p> <p>Example:</p> <p>He helped out of students / He helped the students out</p> <ul style="list-style-type: none">When the object is a pronoun, it must come between the verb and the particle. <p>Example:</p> <p>He helped them out</p> <ul style="list-style-type: none">A few phrasal verbs can have a gerund (verb+-ing) as an object. The gerund always comes after the particle. <p>Example:</p> <p>She kept on learning</p> <p>He didn't put off applying to school.</p> | <ul style="list-style-type: none">Intransitive phrasal verbs <u>do not have objects</u>. <p>Example:</p> <p>Eloy Rodriguez grew up in Texas</p> <p>He never gives up</p> <ul style="list-style-type: none">Intransitive phrasal verbs are often action verbs and they occur frequently in the imperative <p>Example:</p> <p>Please, sit down</p> <p>Don't get up</p> |

Note. Information in this chart is taken from Fuchs, M., Bonner, M., Westheimer, M. (2020)

After you have analyzed the previous information related to phrasal verbs, I encourage you to review the following resource [Phrasal Verbs](#), which present deep information and examples related to this grammar topic. So, you can conclude that, "Transitive phrasal verbs" are common in conversations and formal writing, and "Intransitive phrasal verbs" are very common in conversations but are rare in formal writing.

To verify your learning about the contents studied this week, I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. This activity is a game, in which you will apply the reading strategy and vocabulary studied this week. [Reading strategies and vocabulary](#).
2. I invite you to develop an activity in the following Open Educational Resource "[Phrasal verbs activity](#)." Here you have to complete a conversation using the correct form of the phrasal verbs. You can use some of the verbs more than once. In addition, you will find the correct answers at the end of each activity. Remember that, phrasal verbs are essential English resources, which we obtain by combining verbs with prepositions and adverbial particles. In this way we create a compound verb, with a meaning very different from the regular concept.



Week 7

This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic "comparative adverbs" and then learn how to write "contrast paragraphs" using transition words.

Let's start with the grammar topic.

Focus on Writing:

4.5. Comparison with adverbs

As you know, "comparative adverbs" make comparisons between two verbs, that is, they describe how, when, how often, or to what degree an action is done. To have a clear idea of the different ways of forming comparative adverbs, I invite you to review the following resource "[Comparative Adverbs](#)". Here you will find a deep explanation, examples, and also a quiz to reinforce your knowledge about this topic.

Now, you have to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have

learned about this topic. Remember that, “*adverbs of comparisons*” are used to show what one thing does better or worse than the other.

4.6. Contrast Paragraph

Now, it is time to write your paragraph.

In this unit, you are going to learn how to write a “contrastive paragraph” using a “point-by-point outline.” Let’s check the following short explanation of contrastive paragraphs and point-by-point outlines.

- **A contrast paragraph** contrasts two persons, things, or places to examine how they are different (Fawcett, 2010).
- **Point-by-point:** presents the information about both items together, creating an ongoing series of comparisons and contrast (Checkett, 2013).

Once you have a general idea about the “contrast paragraph”, I invite you to review the following resource [contrast paragraph](#), which presents some examples, samples and relevant information to write this type of paragraph. It is important that analyze the information and complete the exercises presented in the basic textbook. It will help you to verify and reinforce what you have learned about this topic.

Remember, that the study and practice of this type of paragraph will help you to achieve the learning outcomes proposed in this first semester.

4.7. Transitions of contrast

One of your primary goals as a writer is to present ideas clearly. “Transition words,” are used to link words, phrases, or sentences. They help the reader to progress from one idea to the next idea. Transition words and phrases often begin a sentence and are followed by a comma and an independent clause (Bunting, 2012).

Now, it is time read and analyze the explanation and examples presented in the basic textbook, to understand better this topic. Do not forget to consider that “*transition words*” and phrases help make a piece of writing flow better and connect one idea to the next.

So, I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. I invite you to complete the following game. In this game, you can practice the grammar topic studied in this week. [Comparative Adverbs](#):
2. It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week.

Strategies

1. Write a “contrast paragraph” in which you have to contrast the communication style of one man and one woman you know in your home culture.
2. Include detailed examples to support each difference.
3. Use the transition words, grammar, and vocabulary from unit 4.
4. Write down your “contrast paragraph” in a notebook.

Once you have completed the previous game, activities, and writing your “contrast paragraph”, I would like to invite you to complete the following **Self-Evaluation Unit 4** proposed to practice the contents, studied in this unit 4.



Self evaluation 4

A. Read the text. Choose the correct answers

LOVE OF LANGUAGE

1. Speaking as an American, I'm glad that English is a global language. This means I can usually talk to people in many places in Asia, the Middle East, Europe, and Africa. At the same time, I sometimes feel embarrassed when I compare myself to people who know two or three languages. I feel kind of inferior compared to them. At least I've learned some different dialects of English and I understand how English is used in different parts of the world.
 2. I'd still like to learn at least one other language—Japanese. Next year, I'm planning to teach English in Japan, and I want to be able to make friends with the people there. I know that a lot of Japanese speak English fluently, but I definitely want to learn about their culture, including their slang and maybe a little profanity!
 3. I also want to understand Japanese proverbs more deeply. One famous proverb goes something like this, Fall seven times, stand up eight. I'd like to hear that proverb in Japanese and talk about its meaning with a native speaker. Talking with a Japanese person about it will be much more interesting than reading about proverbs in a book.
1. **Almost all languages have profanity, but the offensive words vary across languages and cultures. What does profanity mean?**
 - a. impolite speech
 - b. jokes
 - c. popular expressions
 - d. formal speech

- 2. Speakers who learn other dialects of a language learn ____.**
- a. the correct way to speak
 - b. the original way the language was spoken
 - c. how the language is spoken in different areas
 - d. the written language
- 3. Which sentence best describes the writer's attitude toward English and other languages?**
- a. Knowing other languages is more important than knowing English.
 - b. English speakers don't really need to learn other languages.
 - c. People should learn various dialects of English around the world.
 - d. It is convenient to speak English but also important to know other languages.
- 4. How does the writer feel about speaking only English?**
- a. nervous
 - b. confused
 - c. proud
 - d. ashamed
- 5. What is the meaning of the proverb, "Fall seven times, stand up eight"?**
- a. Standing up is more important than falling.
 - b. You should keep trying until you reach your goal.
 - c. People who fall are more likely to stand up.
 - d. You may keep falling again and again.

6. Which example best supports the opinion that knowing a language is the key to knowing a culture?

- a. The writer feels inferior to people who know several languages and cultures.
- b. The writer wants to learn Japanese to understand people, proverbs, and slang.
- c. The writer plans to learn Japanese language by teaching English in Japan.
- d. The writer learned different dialects of English while traveling around the world.

B. Choose the correct synonym for each word in bold.

| | |
|------------------------|---|
| ▪ 1. unique | ▪ 2. exception |
| a. common | a. special case |
| b. only one | b. variety |
| ▪ 3. slang | ▪ 4. dialects |
| a. formal vocabulary | a. different languages in the world |
| b. informal vocabulary | b. different varieties of the same language |

C. Read the sentences. Choose the transitions that make the sentence correct. Choose more than one.

1. Boys tend to play in large groups _____ girls, who usually play in smaller groups. (2 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

2. Men rarely use tag questions in English. Women, _____, often use them. (3 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

3. Men, _____ women, like to point out the other side of arguments. (2 correct transitions)

- a. however
- b. on the other hand
- c. unlike
- d. in contrast to
- e. in contrast

D. Complete the paragraph with the correct comparative adjectives. Type as ... as, less ... than, more ... than and a word from the box below. Each word will be used only once.

-assertively -happily -patiently - directly -often -politely

Linguistics professor Deborah Tannen recently did a study and has identified important differences between how people with different levels of power speak in different ways. Those with more power speak **1. more _____ than** those with less power. They are in control and use the way they speak to show that. People in a higher position also speak **2. more _____ than** people with less power, they use less words and say clearly what they want.

On the other hand, people with less power change how they speak when they are with people above them in power. They will speak **3. more _____** with the people who are in charge of them because they want to show that they have less power and respect them. But when they speak with people of equal power they might speak **4. less _____** because they have the same level of power.

Understanding why we speak in different ways depending on who we are speaking with can help us understand each other and work together **5. more _____**. People can be hurt by the way they speak to each other, but this research can help us be kind **6. more _____**.

Answer Key



Week 8

This week 8, you conclude the study of the contents and development of the activities corresponding to the First Bimester. This week, we will conduct a general review of all the contents studied each week, to achieve an "effective study and excellent academic performance."



Recommended learning activities

As part of the study of the contents of units 1, 2, 3, and 4, I invite you to carry out the following recommended activities:

- Review the attached links in each week
- Develop the reading activities presented in the basic textbook.
- Develop the writing activities, presented in the basic textbook, it will allow you to strengthen your writing ability.
- Review the grammar and vocabulary contents and the reading and writing strategies presented in each week of study.
- Develop the Self-Evaluations proposed at the end of each unit
- Participate in the games suggested in each week of study.

With the development of all the activities described previously, you will have the necessary elements to accomplish the best results in the on-site evaluation corresponding to this first semester.

Activity 1: On-site Evaluation



Second bimester

Learning outcome 2 and 3

- Organizes and writes different types of essays.
- Uses of transitions and collocations.

Dear students welcome to the second bimester of this subject that will become a valuable support for achieving your academic goals and dreams.

To achieve the learning outcomes proposed in this second bimester, you will review the most relevant aspects of each one of the four units proposed in this second bimester. Additionally, you have to read the basic textbook, extra learning resources and carry out all of the proposed activities, which will encourage you to the learning of the contents proposed in this subject and develop your reading and writing skills.

Let's start with the first week of study

Contens, resources, and recommended learning activities



Week 9

Dear students welcome to the second bimester.

To achieve the learning outcomes proposed in this second bimester, it is necessary to study all the contents presented in the basic textbook, review and analyze the learning resources and perform the proposed activities, which will promote the learning of the contents of each unit. Thus, it is also necessary that you complete the self-evaluations in each of the units studied.

Unit 5. Careers and job opportunities

To achieve the learning outcomes proposed in this second bimester, it is important to review the most relevant aspects of this unit, which will promote the learning of the contents and develop reading and writing skills.

This week you are going to start studying unit 5, it presents reading and writing strategies, vocabulary, and grammar topics.

To have a general idea about this unit, I suggest you complete the activity named "Focus on the Topic" in the basic textbook. Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions in your notebook.

This week, you are going to study some topics, that will help you to improve your reading skills. Firstly, you will review reading strategies such as "inferring when humor is used" and "predicting content from titles and subheadings." Also, you can review vocabulary related to "idiomatic expressions."

Let's start with the first reading strategy.

Focus on Reading:

5.1. Infer when humor is used

Dear students, it is a not common reading strategy, but it is necessary to know it. Let's check the following information.

According to Barton & Dupaquier (2020) state that writers sometimes use humor (*sarcasm, exaggeration, and jokes*), and the reader must use inference to understand that the writer is not being serious and is making a point indirectly by using humor. Furthermore, humor words or phrases can be included in different types of texts and it depends on the writer's purpose. Using humor words or phrases can lighten weighty topics and engage readers more in what they are reading.

I invite you to analyze the following example, to get a clear idea about this reading strategy.

Example:

"There was a time when parents told their children that video games injured their brains. Little did they know that gaming could be the key to an exciting and rewarding career!"

Why is the author telling this?

To show that *it's funny* that games parents didn't like are a good career.

What kind of humor is it?

It is a joking.

Now, I recommend you to read and analyze the information and examples presented in the basic textbook. This reading strategy will help you to complete the activities in "Reading 1", presented in the basic textbook. Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

So, keep in mind that, writers sometimes use words, phrases, or expressions to indirectly express "*humor*", which pushes the reader to make "*inferences*" at the moment of reading a piece of writing.

5.2. Predict content from titles and subheadings

Dear students, it is important to know that Predicting is a fundamental reading strategy, which allows you to use information from the text, such as titles, headings, pictures, and diagrams to anticipate what will happen in the reading (Bailey, 2015). With this previous introduction about "predicting", I invite you to study and analyze the following chart which describes how to predict content from "titles and subheadings".

Table 5.

Examples headings and subheadings

| Text Feature | Description | What should I do? |
|-------------------|---|---|
| Heading | A title at the top of reading. | Use it to predict what the reading will tell you about. |
| Subheading | A smaller heading in the middle of a reading. It is a smaller title for just one chunk of the text. | Use it to predict what the section will tell you about. |

You can analyze the heading and subheadings, using these questions:

- What does the title mean? Does it have more than one meaning?
- What reasons could the writer have for choosing this title?
- Based on the title, what do I predict will happen in the story?

Note. This information was taken from the following web-page <https://n9.cl/b0n65>

Once you have a general idea about this reading strategy, you have to read and analyze the explanation and complete the exercises suggested in the basic textbook. I am sure that it will be very useful to improve your reading skills. You can apply this reading strategy in the activities suggested in "Reading 2" in the basic textbook.

Now, you have to consider that *predict content from titles and subheadings*, will help you to make predictions about what the topic and the text will be (Kinberg, 2006).

5.3. Idiomatic expressions

It is necessary to continue improving your vocabulary.

Now, you are going to study an interesting topic idiomatic expression. First, you need to understand that "idioms" are two or more words together that, as a unit, have a special meaning that is different from the literal meaning of the words separately (Brenner, 2011).

To have a better explanation of this topic, I invite you to watch the following video [English idioms](#), it shows some idiomatic expressions with their corresponding meaning that will help you to improve your vocabulary. After you have reviewed the previous learning resources, you are going to complete the vocabulary activities suggested in the basic textbook and get a clear idea about *idiomatic expressions*. According to Brenner (2011) most

people use idioms to make their language richer and more colorful and to convey subtle shades of meaning or intention and it can be more precise than literal words, often using few words but saying more.

So, I recommend you complete the following activities, which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. This activity is a game, in which you will apply the reading strategies and vocabulary studied in this week. [Idiomatic expressions:](#)



Week 10

Careers and job opportunities

You have to continue working on the achievement of the learning outcomes proposed in this second bimester.

This week, you are going to study some topics, that will help you to improve your writing skill. First, you will review an interesting grammar topic “future time clauses”. And then, you are going to study the main parts of an essay and its format.

Let’s start with the grammar topic future time clauses and expressions

Focus on Writing:

5.4. Future time clauses and expressions

To have a general idea about this grammar topic, I invite you to read and analyze the following chart.

"Future time clauses"

- It begins with time words such as "**when, as soon as, after, before, until, and while**".
- "**A comma**" separates the time clause from the main (independent) clause when the time clause comes first.

Examples:

1. When I finish the dishes, I'll help you with your homework.

*I'll help you with your homework **when** I finish the dishes.*

2. As soon as I finish the dishes, I'll help you with your homework.

*I'll help you with your homework **as soon as** I finish the dishes.*

Note. Information in this chart is taken from Fuchs, M., Bonner, M., Westheimer, M. (2020)

Now, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. It will help you to verify what you have learned about this topic. Remember that, the study and practice of this grammar topic will help you to achieve the learning outcomes proposed in this second bimester.

Do not forget that *Future time clauses*, are dependent clauses that must be joined to independent (main) clauses. And begin with time words such as "when", "as soon as", "after", "before", "until", and "while" (Barton & Dupaquier, 2020).

*Did you complete the activities and exercises presented in the basic textbook?
Well done!*

Let's move to the next topic parts of an essay

5.5. Parts of an essay

It is important to know that "an essay" is a literal composition that expresses thoughts, feelings, and any type of information. According to, Webb (1920) the essays are divided into four classes as Narrative,

descriptive, reflective, and expository essays and the main parts (or sections) of the essay are the introduction, body, and conclusion.

Let's check the following chart, with a summary of the main parts of an essay.

Main parts of an essay

Introduction:

- Must contain an attention grabber for the reader or at least make the essay sound interesting, may begin with a quote about the particular topic
- Ensure that the intro moves from the general to the specific in regards to the topic
- Provides the reader with a "road map" of the essay in a logical order
- At the end there should be what is called a thesis statement, arguably the most important component of the intro
- The thesis statement states the aim of the paper and may give insight into the author's examples and evidence

Body:

- Includes the evidence and support of the paper in addition to the author's ideas
 - Paragraphs must include a topic sentence that relates the discussion back to the thesis statement
 - Logical ordering of ideas: 3 types of order
1. Chronological order---order of time, good for narratives
 2. Spatial order-good for descriptions of locations; top to bottom, e.g.
 3. Emphatic order-least important to most important; most common for college writing
- Ensure that transition sentences are present to create a good flow to the essay

- Include substantial examples and evidence to support your argument and remember to cite.
- Make sure each example is relevant to your particular topic

Conclusion:

- This section should wrap all of your arguments and points
- Should restate the main arguments in a simplified manner
- Ensure that the reader is left with something to think about, particularly if it is an argumentative essay

Note. This information was taken from the following web-page
<https://n9.cl/wd6yr>

Once you have reviewed the previous chart, you have to consider that, “an essay” is a collection of paragraphs that are all related to the same topic, and most of the essays have five paragraphs (Rollins, 2009).



Recommended learning activities

1. In this game, you will practice the vocabulary and the grammar topic studied in this week. [Future time clauses:](#)
2. It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week.

Strategies

1. Write “an essay”, in which you have to think about the advantages and disadvantages of working by yourself and working for somebody else.
2. Include examples to support each advantage and disadvantage.
3. Write at least four paragraphs.
4. Include all the main parts of an essay.

5. Use the transition words, grammar and vocabulary studied in unit 5.
6. Write down your "essay" in a notebook.

Once you have completed the previous writing activity, I would like to invite you to complete the following **Self-Evaluation Unit 5** proposed to practice the contents, studied in this unit 5.



Self evaluation 5

A. Read the sentences below and complete them with the correct word.

strategies -freelancer -outsource -security -obsolete -sustainable

1. My company decided to _____ my job to a cheaper country to save money.
2. It was cheaper for the company to move away so my job will be _____.
3. I was sad, but working 75 hours a week wasn't _____ for a long time and I wanted something new.
4. I used my photography skills to become a _____ and work for myself.
5. I don't have a lot of _____ because I am always looking for jobs.
6. But I am learning new _____ to increase my work and I am happy.

B. Look at the title and subheadings from an article on careers with animals. Match each subheading on the left with the correct article content on the right. Click on the items to make a match.

- | | |
|---------------------------------|--------------------------------------|
| 1. Great jobs for Animal Lovers | a. Jobs requiring construction skill |
| 2. Birdhouse Builders | b. General introduction |
| 3. Dog walkers | c. Jobs for horse lovers |
| 4. Kitty Adoption Experts | d. Jobs that burn calories |
| 5. Horse trainers | e. Jobs for cat lovers |

C. Choose the correct time word to complete each sentence below.

until -Before - By the time - as soon as -After -When

1. I've been in college for a long time. _____ I get my degree, I will be 25 years old.
2. _____ I finish my education, I will look for a good job.
3. _____ I accept a job offer, I will make sure that the job is just right for me.
4. I will post my good news online _____ I get the job I want.
5. I save money from my new job, I will be able to go back to school.
6. If my brother needs a good job, I will help him _____ he finds one.

D. Read the text. Choose the correct answers.

CHANGING CAREERS

1. People used to be born into a family business or a family career. They were happy to follow the example of their parents' working life. In earlier generations, there was the prospect of working at a job from graduation until retirement. How times have changed! Most people today are not interested in doing what their parents have done for a living. And very few are planning to stay in one job for a lifetime. In the 21st century, working at one particular job for the rest of your life just isn't sustainable.
2. In fact, planning to work in the same field or industry for your entire working life just isn't practical anymore. One reason for this is technology. Skills you learn today for your job will become obsolete very soon. Even very useful skills such as communicating through social media will be replaced by new skills and new technologies. And then what will you do? Make a wish? Win a lottery? Become a world-famous artist? You might be lucky. These strategies might bring you a comfortable life and the chance for retirement when you are healthy enough to enjoy it. But most of us working today have to look beyond the little box of "career" to ensure a secure future. This means

thinking of new ways to make our own money and constantly learning to keep up with the technology we depend on every day.

1. Young people no longer follow the career-development strategies of their parents. What does strategies mean?

- a. businesses
- b. methods
- c. dreams
- d. examples

2. There is no way to ensure having the same job for decades.

What does ensure mean?

- a. hope that something will happen
- b. avoid
- c. guarantee
- d. try to make something happen

3. What is another good title for this article?

- a. How to Sustain a Career
- b. The Future Is Now
- c. Careers in the Past
- d. Retiring Young and Healthy

4. Communicating through social media is an example of a skill that will _____.

- a. become more important
- b. be difficult to learn
- c. help young people find jobs
- d. become outdated in the future

5. The writer mentions becoming a world-famous artist to show sarcasm toward people who _____.

- a. have failed to become artists
- b. believe this is likely to happen
- c. want to become famous
- d. are very interested in art

6. Which phrase would go under a sub-heading, 21st Century Careers?

- a. secure and traditional
- b. family businesses
- c. flexible and independent
- d. smart phones and laptops

E. Read the parts of the essay below, and choose the correct order.

The essay below demonstrates the principles of writing a basic essay. The different parts of the essay have been labeled. **The thesis statement is in bold**, the topic sentences are in italics, and each main point is underlined

Lastly, one of the most attractive features of cats as house pets is their ease of care. **A**

Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.

In the second place, cats are civilized members of the household. Unlike dogs, cats **B**

do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favorite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.

Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care **C**

should appreciate these characteristics of cats. However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

"A dog is man's best friend." That common saying may contain some truth, but **D**

dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. **Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.**

In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!

Options

1. A, C, D, B, E
2. E, A, D, B, C
3. D, E, B, A, C

Answer Key



Unit 6. Tourism and culture

It is time to study unit 6, which corresponds to this second bimester. You have to continue working on the achievement of the learning outcomes proposed in this bimester.

This week you are going to review and study a reading strategy on how to use "context clues" to understand vocabulary in texts". Additionally, you will study an interesting topic related to vocabulary "antonyms." I am sure you will like the topics included in this week of study.

Let's start with the study of the reading strategy related to "context clues."

Focus on Reading:

6.1. Context clues

Dear students, it is important to know that, part of reading comprehension involves using "context clues" as a strategy that could assist to identify unknown words in sentences or longer texts (Hibbard, 2009). Additionally, Boushey (2019) mention that "context clues" are the words or phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning.

To strengthen your understanding of this topic, you have to complete the activities in "Reading 2" from the basic textbook and use context clues to understand vocabulary. Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

Now, you can understand that "*context clues*" are hints found within a sentence, paragraph, or passage. And, it will help readers build word identification and the development of word meanings (Hibbard, 2009).

Let's move to the grammar topic antonyms

6.2. Antonyms

It is time to refresh your knowledge related to this grammar topic. An "antonym" is a word having an opposite meaning to another word or nearly so that means the opposite of another word (Edgar, 2007). It is important, to mention that both synonyms and antonyms are useful because they help to improve reading and writing skills.

After this short introduction, I invite you to read and analyze the following chart, which includes specific information and examples of the different types of "antonyms."

Different types of antonyms

The first point is that "good", like many words, can be a noun or an adjective, so its antonyms will be a mix of nouns and adjectives too. *The second point* is that antonyms do not have to be exact opposites. There are two main types of antonyms: graded antonyms and complementary antonyms

▪ **Graded Antonyms**

Graded antonyms do not have to be opposites of equal weighting. They allow for shades of oppositeness.

For example, the following are all antonyms for "good": unsatisfactory. Poor, bad, terrible

▪ **Complementary Antonyms**

Complementary antonyms offer no middle ground. With complementary antonyms, each word only has one antonym. (The reason for that is often a relationship between the two words.)

For example:

before / after - buy / sell - dead / alive - off / on - predator / prey

▪ **Adding a Prefix to Form an Antonym**

Quite often, an antonym can be made by adding a prefix.

For example:

likely / unlikely - able / unable - entity / nonentity - typical / atypical - decent / indecent

Note. This information was taken from the following web-page
<https://n9.cl/yun3j>

Now, I encourage you to complete the exercises related to "vocabulary" presented in the basic textbook. Finally, do not forget that, "*antonym*" is a word that means the opposite of another word. And, learning antonyms will help you to expand your vocabulary.

6.3. Additions and responses: So, too, neither, not either, and but

Dear students, in order to understand better this topic, it is necessary that read and analyze the following chart.

Let's check it

Table 6.

So, too, neither, not either, and but

1. Addition to show similarity or difference

Additions are clauses or short sentence **that follow a statement**. Use additions to **avoid repeating** the information in the statement. Additions express **similarity** or **difference** with the information in the statement.

Example: Similarity

Anahi sleeps a lot, **and so does Samantha**

Example: Difference

Anahi grew up in France, **but Samantha didn't**.

2. Additions Showing Similarity with So, Too, neither, or Not Either

Most additions of similarity are clauses starting with **and**.

Example:

Mark is a firefighter, **and so is Gerald** / Mark is a firefighter, **and Gerald is too**

Mark is a firefighter, **and neither is Gerald** / Mark is a firefighter, **and Gerald isn't either**

- **Additions of similarity can also be short sentences.**

Mark is a firefighter. **So is Gerald** / Mark is a firefighter. **Gerald is too**

Mark is a firefighter. **Neither is Gerald** / Mark is a firefighter. **Gerald isn't either**

3. Additions showing difference are clauses starting with but. They use but to express difference.

If the statement is **affirmative**, the addition is **negative**.

Example: Ana **has** short hair, **but** Eva **doesn't**. / Ana **lived** in Mexico, **but** Eva **didn't**.

- **If the statement is negative, the addition is affirmative.**

Example: Ana **doesn't like** to read, **but** Eva **does**. / Ana **didn't speak** English, **but** Eva **did**.

4. Additions always use a form of be, an auxiliary verb, or a modal.

- **If the statement uses an auxiliary verb (be, have, do, or will) or a modal (can, could, should, would, or must), use the same auxiliary verb or modal in the addition.**

Example: My twin sister and I **have** always lived together, and so **have** my cousins. / I **can't** drive, and neither **can** my twin.

5. In conversations, you can use short responses with so, too, neither, not either, or but.

- **Use but to express disagreement with another speaker. You can often leave out but.**

A: I **wouldn't like** to have a twin **B:** Oh, **(but)** I **would**:

Note. Information in this chart is taken from Fuchs, M., Bonner, M., Westheimer, M. (2020)

Remember that, additions are phrases or short sentences that follow a statement. We use addition to avoid repeating the information in the statement. In conversation, you can use short responses with so, too, either, and not either to agree with another speaker (Fuchs et al., 2020).

One way to verify your learning about the contents studied this week is to apply this knowledge, so I recommend you complete the following activities,

which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. Now, I would like to invite you to complete some activities related to. It will help you to improve your reading strategies. ["Context Clues"](#).



Week 12

This week, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic "because and even though" and then you will learn how to write an "opinion essay" and how to write good "supporting details."

Let's start with the grammar topic.

Focus on Writing:

6.4. Because and even though in main and dependent clauses

Dear students, the grammar topic of this unit focuses on the difference among the use of "because and even though" in "main and dependent clauses". I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic. At the end you need to understand that (*the main idea can stand alone, but a dependent clause cannot*). The dependent clauses begin with "because" or "even though" and always use a "comma" when it begins the sentence.

Remember that, the study and practice of this grammar topic will help you to achieve the learning outcomes proposed in this second bimester.

How was this grammar topic? Interesting!

Let's move to the next topic opinion essay

6.5. Opinion essay

Dear students, now it is time to apply the vocabulary and grammar contents studied in this unit, by writing an opinion essay.

Firstly, you need to have a clear idea of this type of essay. According to Null, (1999), an "opinion essay" requires to focus on personal opinions, state what you think or feel about something, and support your point with reasons. And, in this type of essay, you do not need to convince the reader that you are right.

I suggest you review the following resource [opinion essay](#), which comprises interesting information about the structure and how to write it. Once you have reviewed and analyzed the previous learning resource, you have to complete the exercises suggested in the basic textbook, it will be very useful in the process of writing an "opinion essay."

Remember, in an *opinion* essay you have to include various arguments, reasons, viewpoints on a specific topic and these have to be supported by evidence or examples.

6.6. Effective supporting details

First, you need to remember what are "supporting details".

It is a piece of evidence used by a writer to make the controlling idea of the topic sentence convincing and interesting to the reader (Scarry, 2013). Additionally, they come after the topic sentence, making up the body of a paragraph.

To have a clear idea about the function of effective "*supporting details*" in essays, I suggest you review the following example.

Example effective supporting details

Topic sentence: "Early childhood education programs provide cognitive benefits well beyond preschool." **The second, third, and fourth sentences** will include information **supporting the main idea in the topic sentence**.

Example:

(1) Early childhood education programs such as Head Start provide cognitive benefits well beyond preschool. *(2) Recent studies that compare student test scores show that children who are exposed to structured learning activities outside the home environment are better able to adapt to formalized instruction in grades kindergarten through third grade than children who remain at home. (3) This is particularly true among children from low-income families and children whose parents have limited proficiency in English. (4) Children living in states that do not provide early childhood programs, on the other hand, lag behind their peers.* (5) State and local governments must continue to bridge the achievement gap so that students may reach their full potential at an early age.

Note. This information was taken from the following web-page <https://n9.cl/vztff>

With this previous information in your mind, I encourage you to analyze the chart about "effective supporting details" and complete the exercises presented in the basic textbook. Keep in mind that, *effective supporting details*, supports the controlling idea of the topic sentence and it will encourage readers to keep reading.

For a better understanding of the topics studied in this week, I encourage you complete the following activities, which will help you internalize and achieve the domain of what you have learned.



Recommended learning activities

1. In order to put into practice your grammar knowledge, I invite you to work on the following game. **"Because and even though"**.

2. It is important to practice your writing skill, now, you are going to write an "opinion essay" from a tourist's point of view.

Strategies

1. To complete the writing activity, you have to think about the reasons, examples, and arguments, about your tourist's point of view from a specific place.
2. Use the grammar and vocabulary from unit 6. Write down in a notebook the "opinion essay".
3. Include at least four paragraphs in the essay.

Once you have completed the previous game, and writing your "opinion essay", I would like to invite you to complete the following **Self-Evaluation Unit 6** proposed to practice the contents, studied in this unit 6.



Self evaluation 6

A. Read the text. Choose the correct answers

PREPARING TO VISIT ANTARCTICA

1. A tour of Antarctica is not for everyone. Scientists and photographers visit the frozen continent as part of their professional work, and they are well-prepared for the harsh environment. However, people hoping to visit Antarctica as tourists need to be prepared for the challenges of visiting the vast, remote continent.
 2. First, tourists must be in good physical shape if they plan on exploring Antarctica by foot or boat. If not, they must be prepared to spend their tour inside of their cruise ship. Larger ships are quite comfortable, and they move very smoothly because of their size. A tourist can view the incredible landscape sitting next to a large window with a warm drink in his hand, while more active visitors can experience many activities in the frozen world that surrounds them.
 3. Smaller cruise ships are known for having excellent lectures from scientists, researchers, and well-known professors. Tourists can increase their knowledge of Antarctica and also understand more about the serious consequences of not protecting it. Because these smaller ships don't travel as smoothly, they aren't recommended for people who have motion sickness. No matter what kind of tour is chosen, all visitors to Antarctica must prepare carefully by following instructions on how to dress and what kind of equipment they may need. With the right preparation and the ability to deal with extremely cold temperatures, tourists can enjoy the most amazing trip of their lives.
-

1. **Many places that tourists go are _____, so it will be a big change to visit a place that has so few people.**
 - a. coastal
 - b. fragile
 - c. inhabited
 - d. remote
2. **To protect Antarctica, we must learn about its importance to the Earth.**

What does protect mean?

- a. understand something
- b. be happy about something
- c. change something
- d. keep something safe

3. What is another good title for this article?

- a. The Incredible Landscape of Antarctica
- b. Learning More About Antarctica
- c. The Harsh Landscape of Antarctica
- d. Advice on Cruising Antarctica

4. All visitors to Antarctica must be _____.

- a. young
- b. healthy
- c. rich
- d. well-known

5. Which phrase describes something that is likely to happen?

- a. tourists getting bored on large cruise ships
- b. many tourists not preparing well for this type of trip
- c. some tourists not feeling well on small cruise ships
- d. tourists helping professional photographers

6. A lecture is something that you _____.

- a. read in a scientific book
- b. need to follow instructions to understand
- c. watch on a large screen
- d. hear from a person who is teaching

B. Read each statement from an opinion essay. Determine where the statement belongs in the essay by choosing introductory paragraph, body paragraph, concluding paragraph.

1. In summary, ecotourism does more good than harm.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

2. It brings valuable income to areas that need it.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

3. I believe that ecotourism has many benefits.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

4. It also helps people better understand the world they live in.

- a. introductory paragraph
- b. body paragraph
- c. concluding paragraph

C. Choose because or even though to complete each sentence.

1. _____ only a small number of people visit Antarctica, the number is growing quickly and scientists are worried.
2. Scientists study Antarctica _____ they hope to learn the age of Antarctic ice.
3. Antarctica has no government, _____ it is a vast continent.
4. Scientists worry that no one will take responsibility for protecting Antarctica _____ there is no government.
5. _____ Antarctica is a frozen landscape, it is inhabited by a variety of plants and animals.
6. _____ Antarctic tourists are asked to pick up their trash, they still leave trash on beaches, which pollutes the ocean.
7. _____ penguin eggs and Antarctic plants are very fragile, tourists have to be careful when exploring Antarctica.
8. Humans are coming into increasing contact with Antarctica, _____ it is one of the harshest and most remote places on Earth.

D. Choose the most effective supporting detail from the box for each statement. Type the letter.

-
- a. The government made a decision about tourism.
 - b. You can enjoy treks of different lengths.
 - c. The Yunnan golden monkey is interesting.
 - d. African leaders found two important benefits.
 - e. You can enjoy treks of one to five days.
 - f. The wild animals are interesting.
 - g. The government decided to focus on increasing tourism.
 - h. Africa found a way to benefit both local people and their environments.
-

- 1. **Yunnan, China is a place to see wildlife.** _____
- 2. **Ratakaniri, Cambodia offers jungle treks.** _____
- 3. **Ecotourism in Vietnam has been influenced by political leaders.** _____
- 4. **Africa has been a world leader in ecotourism.** _____

Answer Key



Unit 7. Capital punishment

It is time to study unit 7 and continue working on the achievement of the learning outcomes proposed in this second bimester.

This week you are going to review and study reading strategies such as "taking notes with an outline" and "identify key information in charts." Also, you will study an interesting topic related to vocabulary "Abstract Nouns." Then, you are going to review an interesting topic, which will reinforce your writing skill "sentence variety". The grammar topic for this week refers to "adverb clauses of concession." Finally, you will learn how to write and organize a "persuasive essay".

Let's start with the first topic of this unit "take notes with an outline"

Focus on Reading:

7.1. Take notes with an outline

Well, it is time to study this reading strategy. There are different ways to take notes from readings, but now we are going to focus on "taking notes using an outline". When you take notes, outlining helps you to understand how details are related to the main ideas. According to, Barton & Dupaquier (2020) taking notes, is a reading technique that helps to retain specific and relevant information about different topics.

Now, I invite you to analyze the information and complete the exercises presented in the basic textbook. Also, this reading strategy will help you to complete the activities (Reading 1 and 2) presented in the basic textbook.

Remember that the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second semester.

7.2. Identify key information in charts

It is important to know that, graphical text forms (such as diagrams, graphs, maps, charts, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Writers use this type of graphical text form to present numbers and facts clearly.

To have a better understanding of this reading strategy, you have to study the explanation and complete the exercises suggested in the basic textbook about this reading strategy. So, do not forget that, when you try to "*identify specific information from charts and graphs*", you have to pay attention to titles, captions, sources, and notes, because it contains significant information. This information allows you to analyze and interpret the charts and graphics correctly.

How was this reading strategy? Did you complete the exercises suggested in the basic textbook? Great!

Let's continue with the grammar topic abstract nouns

7.3. Abstract nouns

Now, it is time to refresh your previous knowledge about Abstract nouns, which are words used to name ideas, feelings, events, or qualities that you cannot touch, see, taste, hear, or smell (Wren, 1999). With this previous explanation about this topic, I invite you to watch the following video [abstract nouns](#), which presents some examples and a detailed explanation about this topic.

To understand better this topic, I encourage you to complete the exercises related to "vocabulary" presented in the basic textbook. Finally, an "*abstract noun*" is a noun that cannot be perceived using one of the five senses (i.e., taste, touch, sight, hearing, smelling), and it does not refer to a physical object.

Remember that the study and practice of this topic "abstract nouns," will help you to achieve the learning outcomes proposed in this second semester.

7.4. Definite and indefinite articles

This time let's focus on the use of definite and indefinite articles. I invite you to review the following information.

Table 7.

Definite and indefinite articles

Indefinite Articles: A and An

A is used before a singular count noun that begins with a consonant sound.

Example:

I bought **a** banana.

An is used before a singular count noun that begins with a vowel sound.

Example: I wasted **an** egg.

I wasted **an** hour.

Definitive Article: The

Use **the** definite article the with most common nouns (count and non-count, singular and plural) when:

- A person, place, or thing is **unique** there is only one.

Example: The author of this fable is very famous. / **The moon** was shining brightly.

- The **context** or situation makes it clear which person, place, or thing you mean.

Example:

A: Who is she? B: She's **the teacher**.

- You mention the noun for the **second time** (it is often indefinite the first time you mention it)

Example:

A mouse lived in the town. One day, **the mouse** went to the country to visit his cousin.

- A phrase or adjective such as **first, best, right, wrong, or only** identifies the noun.

It was **the first time** he visited his cousin.

- Use **the definite article** the with some **proper nouns**, for example, the names of:
 - Certain books and documents
 - Countries and geographical features.

Example:

the Encyclopedia Britannica, **the** U.S. Constitution **the** United Arab Emirates, **the** Alps

Note. Information in this chart is taken from Fuchs, M., Bonner, M., Westheimer, M. (2020)

To get a clear idea about definitive and indefinite articles, I invite you to analyze the information and examples presented in the following resource "[Definite and indefinite articles](#)." It comprises a large number of examples and interesting information about the use of these articles. So, remember that, the definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. On the other hand, the indefinite article (a, an) is used before a noun that is general or when its identity is not known.

Focus on Writing:

7.5. Adverb clauses of concession

In this opportunity, we are going to study Adverb clauses of concession. It expresses an idea that suggests the opposite of the main part of the sentence. We may also say, the information in the independent clause indicates a concession or an unexpected result of something in the dependent clause (Barton & Dupaquier, 2020). Adverb clauses of concession, are introduced by subordinating conjunctions such as although, though, even though, even if, while, and whereas.

To have a better understanding of this topic, I invite you to read the explanation and complete the activities suggested in the basic textbook. Remember that, a *concession* means admitting that the opposite opinion may be partly true or right (Barton & Dupaquier, 2020).

Now, Let's move to the next topic persuasive essay

7.6. Persuasive essay

Dear students, it is important to know what is a persuasive essay?

A persuasive essay, is a piece of writing that's designed to stay a reader to one point of view or another. According to, Null (1999) a persuasive essay includes examples, details, and evidence to prove that are you right. When you write a persuasive essay, you need to choose arguments and evidence carefully so the audience would get impressed and ready to agree with your point of view.

To get a clear idea about the organization and characteristics of this type of essay. I invite you to analyze the information and examples presented in the following resource [Persuasive Essay](#). With this previous information in your mind, you can assert that in a "*persuasive essay*," the writer states his or her point of view on a subject and gives reasons for holding a specific point of view (McCarthy, 1998).

Remember, the study and practice of this type of essay will help you to achieve the learning outcomes proposed in this second semester.

7.7. Sentence variety

Well, it is important to know what refers to sentence variety? 's check the following information.

According to Grudzina & Beardsley (2006) "sentence variety" is a means by which the writer helps the reader to understand which ideas are most important, which ideas support or explain other ideas, etc. "Sentence variety" will vary based on their structure and also by function.

To go deeper on this topic, I recommend you review the following resource [sentence variety](#), here you will find some examples of paragraphs using sentence variety. To reinforce your understanding, you need to complete the exercises suggested in the basic textbook. So, keep in mind that a mixture of different sentence structures reduces repetition and adds emphasis to important points in the text.

7.8. Cohesion in writing

Dear students, it is essential that you know and apply coherence in writing. Coherence means "hanging together" and requires the proper organization of ideas and placement of phrases or connectors that show the exact relationship of each idea presented in the writing. I invite you to review the following resource "[Cohesion in Writing](#)." Here you will find a deep explanation, examples, and tools to include cohesion in writing.

Do not forget that, cohesion is the use of related word forms, that help the writer move smoothly from one idea to the next. The writer is able to keep the reader's focus on the main idea without repeating the same exact words again and again (Barton & Dupaquier, 2020).

It is time to verify your learning about the contents studied this week is to apply this knowledge, I recommend you complete the following activities.



Recommended learning activities

1. This activity is a game, in which you will put into practice the reading strategies and vocabulary studied in this week. [Abstract Nouns](#).

2. Now, I invite you to play the following game, it will help you to practice the grammar contents studied in this unit. [Adverb Clauses of Concession](#)
3. It is important to practice your writing skills and apply the grammar, and vocabulary contents studied this week.

Strategies

1. Write a "persuasive essay," in which you try to convince the reader of your point of view about "capital punishment."
2. Think about capital punishment. Express your point of view about this topic and try to convince the reader about it.
3. Write down your "persuasive essay" in a notebook. Include at least four paragraphs.
4. Use the grammar and vocabulary from unit 7.

Once you have completed the previous games, and written your "persuasive essay," I would like to invite you to complete the following **Self-Evaluation**
Unit 7 proposed to practice the contents, studied in this unit 7



Self evaluation 7

A. Choose the correct words. Fill in the spaces.

-oppose - respect - support - abolish - guilty

1. My friend and I agree, we both _____ the death penalty because we have respect for all lives.
2. It is important to _____ your family, our culture teaches us that parents are very important.
3. We should _____ our friend, she is sad and needs our help.
4. Mongolia voted to _____ the death penalty because they believed it didn't lower the amount of crime.
5. Unfortunately for the criminal, there was a video of his theft so the judge said he was _____ .

B. Read the text. Choose the correct answers

ALTERNATIVES TO THE DEATH PENALTY

Many people oppose the death penalty but know that there still needs to be some punishment for criminals who commit terrible crimes. They don't oppose the idea of making sure the criminals are punished, but they feel that killing them is cruel and has too many risks.

One of the most common alternatives they suggest is life in prison. This way the criminals still lose their freedom and are punished but are allowed to live. For example, criminals could be sentenced to either life in prison or life in prison with the possibility of parole after 30 years. Parole means after a certain amount of time a prisoner might be released from prison. While it is expensive to support someone in prison, there is the possibility of helping them to change and become a better person after their crime. Opponents of the death penalty also argue that this kind of punishment still shows the criminal that their actions were bad but that they don't deserve to die.

Another suggestion is that more money should be available to programs that help the families of those murdered. In this way, there is more focus on helping the victims of the crime move forward with their lives afterwards. In addition to these programs, they suggest spending money on preventing drug use and creating parenting classes and other programs that would help to prevent violent crimes in the first place. These pre-crime programs, plus post-offence education, could help to reduce crime overall.

- 1. What does 'oppose' mean?**
 - a. You like an idea.
 - b. You don't like an idea.
 - c. You think an idea is good and bad.
 - d. You don't care about an idea.

- 2. How is a "violent crime" different from other types of "crime"?**
 - a. It's a crime that didn't physically hurt someone.
 - b. It's a crime that is small or unimportant.
 - c. It's a crime that hurts someone physically.
 - d. It's a crime that sends you to prison.

- 3. What are two suggestions to use instead of the death penalty?**
 - a. life in prison and funding useful programs
 - b. life in prison and writing books
 - c. funding useful programs and work
 - d. releasing prisoners and education

- 4. How can keeping someone in prison with the possibility of parole help them?**
 - a. They will spend the rest of their life there.
 - b. They can't hurt others from prison.
 - c. It costs more money than the death penalty.
 - d. Prisoners can change and become better people.

- 5. What would supporters of the death penalty probably think of the ideas in the paragraph?**
 - a. Violent criminals should not be alive or get help.
 - b. You should help criminals become better.
 - c. It is worth spending money on programs to prevent crime.
 - d. The death penalty doesn't work.

6. What key information from the text could be presented in a chart to support the reading?

- a. recent data on money spent on pre-crime programs and a resulting reduction in crime
- b. number of prisoners released in the last 10 years
- c. percentage of executions around the world
- d. number of supporters and opponents of death penalty

-but - because -Although -so -and

C. Read the sentences. Drag and drop coordinating and subordinating conjunctions to the correct sentences.

- 1. I don't support the death penalty _____ it is cruel.
- 2. _____ the man was innocent, he was sent to prison.
- 3. My brother opposes the death penalty, _____ my sister supports it.
- 4. I support the death penalty to reduce crime _____ punish criminals.
- 5. She murdered her neighbor _____ the judge sentenced her to life in prison.

D. Choose the correct answers.

- 1. **What type of sentence is the following: I believe the criminal is guilty, but my sister says he is innocent.**
 - a. simple
 - b. complex
 - c. compound
 - d. none of the above
- 2. **What type of sentence is the following: Mongolia abolished the death penalty in 2016.**
 - a. simple
 - b. complex
 - c. compound
 - d. none of the above

3. **What type of sentence is the following: I don't want to commit crimes because of the death penalty.**
- a. simple
 - b. complex
 - c. compound
 - d. none of the above

Answer Key



Unit 8. Climate change and its effects

This week you are going to review and study reading strategies such as “identify cohesive devices of contrast.” Also, you will study an interesting topic related to vocabulary “collocations.” I am sure you will enjoy the topics included in this week of study.

To predict the content of this unit, I suggest you complete the activity named “Focus on the Topic” in the basic textbook. Look at the picture on the first page of this unit in the basic textbook and answer the suggested questions.

Let’s start studying the first topic of this unit “identify cohesive devices of contrast.”

Focus on Reading:

8.1. Identify cohesive devices of contrast

First, you need to know that “cohesive devices are words or phrases that show the relationship between paragraphs or sections of a text or speech. Barton and Dupaquier (2020), mention that “a cohesive device of contrast” are words or phrases that tell us that the information that will follow is different from what comes before it.

To get a better understanding of this reading strategy, I invite you to read and analyze the explanation and complete the activities presented in (Reading 1) in the basic textbook. It is essential, that you do not forget that, the term ‘*cohesive devices*’ refers to the conjunctions, connectives and pronouns used to link the parts of a piece of writing. Using the same verb tense throughout a text also offers ‘*cohesion*’.

Remember that, the study and practice of this reading strategy will help you to achieve the learning outcomes proposed in this second bimester.

8.2. Collocations

Dear students, vocabulary is a crucial part of any language.

At this time, you are going to study “collocations”. First, you have to understand that “a collocation” is a combination of two or more words that frequently occur together (O'Dell & McCarthy, 2009).

Let's check the following chart,

Table 8.

Collocations examples

| Collocations | Examples: |
|--------------------------|--|
| ▪ to make the bed | ▪ I need to make the bed every day. |
| ▪ to do homework | ▪ My son does his homework after dinner. |
| ▪ to take a risk | ▪ Some people don't take enough risks in life. |
| ▪ to give someone advice | ▪ The teacher gave us some advice on taking tests. |

Note. This information was taken from the following web-page <https://n9.cl/hgjdkd>

Now, I encourage you to review the following video [Collocations](#), in which you can find a clear definition and some interesting examples about this topic. Finally, you can conclude that “collocations” are combinations of words that are usually used together.

8.3. Be /get used to/ Be/ get accustomed to

Dear students, I would like to invite you to analyze the following chart, to refresh your previous knowledge about this grammar topic.

Table 9.

Be /get used to/ Be/ get accustomed to

| Used to shows that: | Forms of used to |
|--|--|
| <ul style="list-style-type: none">a particular thing always happened or was true in the past.But it no longer happens or is no longer true now. | Interrogative, affirmative and negative forms of used to. |
| Examples: David used to live in Madrid. She used to exercise every morning, but since she had that terrible accident she doesn't exercise anymore. Why don't you come and see me like you used to? | Examples: Did you use to exercise regularly? Yes, I used to go jogging nearly everyday No, I didn't use to exercise on a regular basis. |

Used to, be used to, get used to

1. **Used to** shows that a particular thing always happened or was true in the past (see examples above)
2. **Be used to** is used to say that something is normal, not unusual.

Examples:

I'm used to living alone.

Don't worry, John **is used to** driving for long hours. He has worked as a professional driver for 20 years.

3. **Get used** shows that something is in the process of becoming normal.

Examples:

- He doesn't like that small town, but **he'll get used to** it.
- She found the heels too high, but she **got used to** them.
- Since the divorce, she has become very sad. But I think **she'll get used to** her new life.
- I **got used to** living in Canada in spite of the cold weather.

Note. This information was taken from the following web-page <https://n9.cl/0ks8o>

Now, I invite you to review the information presented in the following video [The Difference: Used to, Be Used to, Get Used to](#) It gives a detailed explanation and examples of this grammar topic. Keep in mind that, the

structures “be used” to and “get used” to are used to talk about being accustomed to something or getting accustomed to something. “Get used to” talks about the process. “Be used to” talks about the result.



Recommended learning activities

1. This activity is a game, in which you will put into practice the reading strategies and vocabulary studied in this week. [Cohesive device and collocations](#).



Week 15

Climate change and its effects?

Dear students, you have reached the last week of study, in terms of contents. This week you have to continue working on the accomplishment of the learning outcomes proposed in this second bimester.

Now, you are going to work on some topics, that will help you to improve your writing skills. First, you will study the grammar topic “future modals” and then learn how to write a “cause-effect essay” using conjunctions and transitions words.

Let’s start with the grammar topic.

Focus on Writing:

8.4. Future possibility: may, might, and could

According to Scott (2011) future modals such as “could, may, and might” are used to talk about the possibility of something in the future. Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs that behave irregularly in English. They give additional information about the function of the main verb that follows it.

Now, I invite you to read the grammar section and complete the exercises suggested in the basic textbook. This will help you to verify what you have learned about this topic. The study and practice of this grammar topic

will help you to achieve the learning outcomes proposed in this second semester. At the end, do not forget that we use "*may, might, and could*" to say that something is possible, but not certain.

8.5. Cause and effect essay

Now, let's focus on this type of essay "cause and effect,". This type of essay discusses the causes(reasons) for something, the effects (results), or both causes and effects (Oshima & Hogue, 2016). There are two methods to organize this type of essay; the 'block' and 'chain' models (Bartor & Dupaquier, 2020).

I suggest you review the following video [cause-effect essay](#). It contains a clear definition, format and structure, and detailed examples, that will help you to write in a better way.

Once you have reviewed and studied the previous information and examples, you have to read and analyze the explanation given in the basic textbook, which presents some tips on how to write this type of essay. After that, complete the exercises suggested in the basic textbook, it will be very useful in the process of writing a "cause-effect essay." Remember that, a *cause-and-effect* essay is another type of expository essay that explains why one thing happens and how it affects the other (Bartor & Dupaquier, 2020).

8.6. Conjunctions and transitions to show cause and effect

Well, it is time to review the use of conjunctions and transitions. It helps to improve writing. It will add variety and sophistication to the style of writing, you can use several different words to show cause and effect.

Also, I recommend you read the explanation and complete the suggested exercises in the basic textbook. So, keep in mind that writers use "*conjunctions and transitions*" to help the reader understand causes and effects. These words or phrases prepare the reader for what type of information will come next.



Recommended learning activities

- I would like to invite you to complete the following game, to practice the grammar contents studied in this week. [Future modals of transition](#).
- Now, it is time to practice your writing skills and apply the grammar, and vocabulary contents studied this week.

Strategies

1. Write a "cause-effect essay" about how climate change is affecting your home country or another country.
2. Think" about how climate change is affecting your home country or another country.
3. Then, you have to answer the following questions

What changes have already occurred?

What is changing now?

What changes are predicted for the future?
4. With the answers to the previous questions, you have to explain the causes and effects of these changes. Write down the "cause-effect essay" in a notebook.
5. Write at least four paragraphs. Use the grammar and vocabulary from unit 8.

Now, I would like to invite you to complete the following Self-Evaluation proposed to practice the contents, studied in this unit 8.



Self evaluation 8

A. Choose the correct answers.

1. Carbon dioxide emissions greatly affect the _____ of the Earth.
 - a. fossil fuels
 - b. gases
 - c. atmosphere
 - d. hybrid vehicles
2. Climate change has different effects in different parts of the world. What does effects mean?
 - a. changes
 - b. causes
 - c. harmful
 - d. experiences
3. It is possible that Toyota _____ help the environment even more by creating new vehicles.
 - a. might be
 - b. could not
 - c. may be
 - d. could
4. The problems of climate change _____ reduced if we take action now.
 - a. could not
 - b. might be
 - c. may
 - d. may not

B. Read the text. Choose the correct answers

CLIMATE CHANGE

1. Scientists have warned us: The Earth's climate is getting hotter. This is happening because of what we humans do and the gases we have put into the atmosphere. As a result, the climate will keep changing for a long time, and it will affect all of us. Some of the changes may be good (at least in the short term), and some may be harmful, or even deadly. Not only is the atmosphere getting hotter, it is also getting more energetic. This means that some places will be windier, some places wetter, and some places dryer, or even cooler. That's why the term "global warming" has been replaced by the more accurate "climate change." Although on average it will be warmer, it won't be warmer everywhere. But no matter what, the climate will be changing everywhere.
 2. As these changes become clear, many countries are trying to reduce their emissions. Toyota has helped by creating the world's top-selling hybrid car, the Prius. Other companies such as Ford, Honda, and Hyundai have added a variety of hybrid cars to the market. These decrease emissions by using a combination of gasoline and electric power. In addition to hybrid cars for personal use, many cities, such as Montreal, are using hybrid buses for transportation. In addition, hybrid trains are popular in China, Japan, and Europe. However, the future development of hybrid vehicles in the U.S. remains uncertain, as high-emission cars powered by fossil fuels will likely continue to be the most commonly used vehicles.
 3. It is important for us to focus on the fact that if we take action, climate change can be managed and kept to a minimum. By facing the problem of climate change now, we can adapt our lives and come up with ways to make improvements.
-

1. Which sentence best describes climate change?

- a. It is a problem that can be controlled by taking action now.
- b. It is a reason for countries to increase their emissions.
- c. It is a problem for some, but not all, countries.
- d. It is a serious problem that may never be solved.

2. Where are hybrid buses used?

- a. Tokyo, Japan
- b. Madrid, Spain
- c. Montreal, Canada
- d. Shanghai, China

3. The purpose of the final paragraph is to _____.

- a. make comparisons to show how some aspects of climate change differ
- b. warn strongly about the effects of climate change
- c. help readers to understand the serious danger of climate change
- d. encourage countries to manage climate change

4. Climate change is a serious problem; _____.

- a. however, it can be controlled and minimized
- b. however, Toyota has developed the Prius
- c. and hybrid trains are used in Europe
- d. and Americans may not use many hybrid cars

C. Read the information in the box about global warming. Organize the causes and effects to form a causal chain.

-
- The sun's energy cannot escape.
 - The Earth gets warmer.
 - Gases are released into the atmosphere.
 - Humans burn fossil fuels
-

1. _____

2. _____

3. _____

4. _____

Answer Key



Week 16

In week 16, you conclude the study of the contents and development of the activities corresponding to the Second Bimester. This week, we will conduct a general review of all the contents studied in each week of this bimester, to achieve an "effective study and excellent academic performance in the on-site evaluation."



Recommended learning activities

As part of the study of the contents of units 5, 6, 7, and 8, I invite you to carry out the following recommended activities, I invite you to carry out the following recommended activities:

- Review the attached links in each week
- Develop the reading activities presented in the basic textbook.
- Develop the writing activities, presented in the basic textbook, it will allow you to strengthen your writing ability.
- Review the grammar and vocabulary contents and the reading and writing strategies presented in each week of study.
- Develop the Self-Evaluations proposed at the end of each unit
- Participate in the games suggested in each week of study.

With the development of all the activities described previously, you will have the necessary elements to accomplish the best results in the on-site evaluation corresponding to this first semester.

Activity: On-site Evaluation



4. Answer key

Self- evaluation 1

| Question | Answer | Feedback |
|----------|------------------|---|
| A | 1. obsession | obsession: an idea or thought that continually preoccupies or intrudes on a person's mind. |
| | 2. Focus | focus: the center of interest or activity. |
| | 3. Pressure | Pressure: attempt to persuade or coerce (someone) into doing something. |
| | 4. Enormous | |
| | 5. challenges | enormous: very large in size, quantity, or extent. challenge: a call to take part in a contest or competition, especially a duel. |
| B | 1. b, 2. a, 3. c | b. Many schools offer help to student athletes for compulsive behavior, or unnecessary repetitive action |
| | | a. Dr. Carl Wu, a sports psychologist, offers professional advice to athletes with unhealthy sports habits, related to their sport. |
| | | c. A study of mental disorders in athletes is ongoing at Bellville's UMHRC, or Universal Mental Health Research Center. |
| C | 1.c / 2.b / 3.a | 1. The information is related to paragraph 2, sentences 1 and 2. 2. The information is related to paragraph 2 3. The information is related to paragraph 1, sentences 5, 6, 7, y 8 |

Self- evaluation 1

| Question | Answer | Feedback |
|----------|---------------------------------|---|
| D | Noun: willingness | - A noun is a word used to name a person, animal, place, thing, and abstract idea. |
| | Verb: inspire | - A verb is a word used to indicate an action. |
| | Adjective: impressive | - An adjective is a word that modifies a noun by describing it in some way. |
| | Adverb: impressively | - An adverb is a word that can modify a verb or an adjective. |

Self
Assessment

Self- evaluation 2

| Question | Answer | Feedback |
|----------|---|--|
| A | 1. c, 2 b, 3d | Topic Sentence: The first sentence of the paragraph. It tells us what the paragraph is about. |
| B | 1. 1. Con man 2. Impersonating 3. Fishy 4. Suspicious 5. motive | con man: someone who uses dishonest or illegal methods to trick people into giving them money: impersonating: to intentionally copy another person's characteristics, such as their behavior, speech, appearance, or expressions fishy: seeming dishonest or false: |
| C | 1. while 2. when 3. , 4. , 5. while | suspicious: making you feel that something illegal is happening or that something is wrong motive: a reason for doing something While is used only about a continuous state and another event or state that happens during that time. It does not imply or refute causality. |
| D | A 1, B3, C2 | When implies a causal relationship between two things: when X happens, Y happens. It can be used about a single event, an intermittent state, or a continuous state A paragraph must have sense and coherence. E. The first use direct speech F. The second one describes people's reaction and feelings G. The third one focuses on creating atmosphere by describing the weather, people, etc. |

Self
Assessment

Self- evaluation 3

| Question | Answer | Feedback |
|----------|--|--|
| A | 1c, 2 a, 3b, 4c, 5d, 6c | Scanning allows, you to locate quickly a single fact, date, phrases, or words in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing. |
| B | 1. reaction 2. automatic 3. research 4. speculation | Reaction: Automatic: Research: Speculation: |
| C | 1. in order to 2. to travel 3. to add | We use the "to-infinitive": to express purpose (to answer "Why...?"): <ul style="list-style-type: none"> ▪ He bought some flowers to give to his wife. ▪ He locked the door to keep everyone out. <p>We sometimes say in "order to" or in negative form "order not to":</p> <ul style="list-style-type: none"> ▪ We set off early in order to avoid the traffic. ▪ They spoke quietly in order not to wake the children |
| D | 1b, 2c, 3c, 4a | We use the "to-infinitive": to express purpose (to answer "Why...?"): <ul style="list-style-type: none"> ▪ He bought some flowers to give to his wife. ▪ He locked the door to keep everyone out. <p>We sometimes say in "order to" or in negative form "order not to":</p> <ul style="list-style-type: none"> ▪ We set off early in order to avoid the traffic. ▪ They spoke quietly in order not to wake the children |

Self- evaluation 3

| Question | Answer | Feedback |
|----------|--------------------|--|
| E | 1TS, 2SP, 3SD, 4CS | <p>A topic sentence: express the main idea of the paragraph in which it occurs.</p> <p>Supporting details clarify, illuminate, explain, describe, expand and illustrate the main idea.</p> <p>Concluding sentences have three crucial roles in paragraph writing. They draw together the information you have presented to elaborate your controlling idea by: summarizing the points you have made. repeating words or phrases (or synonyms for them) from the topic</p> |
| F | 1. c, 2. a, 3. b | <p>The use of parallel structure allows writers to express several ideas in one sentence. Using (two or three words or phrases in the same part of speech (noun, verb, adjective, adverb) together in sentences.</p> |

Self
Assessment

Self- evaluation 4

| Question | Answer | Feedback |
|----------|--|--|
| A | 1 a, 2 c, 3d, 4d, 5b, 6b | Each paragraph contains a topic sentence, supporting details (examples) and concluding sentence. |
| B | 1. unique: b 2. exception: a 3. slang: b 4. dialects: b | synonyms" is a word or phrase that means the same (or very nearly the same) as another word or phrase. |
| C | 1. unlike, in contrast to 2. however, on the other hand 3. unlike, in contrast to | Transition words" are used to link words, phrases or sentences. They help the reader to progress from one idea (expressed by the author) to the next idea. Thus, they help to build up coherent relationships within the text. |
| D | 1. more assertively than 2. more directly than 3. more politely 4. less patiently 5. more happily. 6. more often. | "comparative adverbs" make comparisons between two verbs, that is, they describe how, when, how often, or to what degree an action is done. |

Self
Assessment

Self- evaluation 5

| Question | Answer | Feedback |
|----------|------------------------|--|
| A | 1. outsource | Outsource: move jobs to another place |
| | 2. obsolete | Obsolete: unnecessary |
| | 3. sustainable | Sustainable: likely to continue |
| | 4. freelancer | Freelancers: independent workers |
| | 5. security | Security: protection from change |
| | 6. strategies | Strategies: it's like a plan |
| B | 1b, 2a , 3d, 4e, 5c | Heading: A title at the top of a reading. Use it to predict what the reading will tell you about. |
| | | Subheading: A smaller heading in the middle of a reading. It is a smaller title for just one chunk of the text. Use it to predict what the section will tell you about. |
| C | 1. By the time | "Future time clauses" are dependent clauses that must be joined to independent (main) clauses. And begin with time words such as when, as soon as, after, before, until, and while |
| | 2. When | |
| | 3. Before, | |
| | 4. as soon as | |
| | 5. After | |
| | 6. until | |
| D | 1b, 2c, 3a, 4d, 5c, 6c | 1. The information is related to paragraph 2 |
| | | 2. The information is related to paragraph 2 |
| | | 3. The information is related to paragraph 1 and 2 |
| | | 4. The information is related to paragraph 2 |
| | | 5. The information is related to paragraph 2 |
| | | 6. The information is related to paragraph 1 |

Self- evaluation 5

| Question | Answer | Feedback |
|----------|-------------------|---|
| E | 3. D, E , B, A, C | <p>Paragraph 1: Attention grabber, thesis statement, reference three major supporting details</p> <p>Paragraph 2: Major supporting detail 1</p> <p>Paragraph 3: Major supporting detail 2</p> <p>Paragraph 4: Major supporting detail 3</p> <p>Paragraph 5: Statement of conclusion</p> <p>Reference the thesis statement</p> |

Self
Assessment

Self- evaluation 6

| Question | Answer | Feedback |
|----------|--------------------|---|
| A | 1. c | 1. The information is related to paragraph 1 |
| | 2. d | 2. The information is related to paragraph 3 |
| | 3. c | 3. The information is related to paragraph 2 |
| | 4. b | 4. The information is related to paragraph 1 |
| | 5. c | 5. The information is related to paragraph 3 |
| | 6. d | 6. The information is in paragraph 1 and 3 |
| B | 1 c, 2 b, 3 a, 4 b | The introductory paragraph should also include the thesis statement, a kind of mini-outline for the paper: it |
| | | A body paragraph is a group of related sentences about a particular topic or idea directly relating to the thesis. Because essays are composed of multiple body paragraphs which tells the reader what the essay is about. |
| | | A concluding paragraph is the last paragraph in essays and generally summarizes the main idea of an essay. |
| C | 1. Even though | Because gives a reason. |
| | 2. because | Even though explains an unexpected result |
| | 3. even though | Each sentence above has a main clause and a dependent clause. (The main clause can stand alone. A dependent clause cannot.) The dependent clauses begin with because or even though. Always use a comma after the dependent clause when it begins the sentence. |
| | 4. because | |
| | 5. Even though | |
| | 6. Even though | |
| | 7. Because | |
| | 8. even though | |

Self- evaluation 6

| Question | Answer | Feedback |
|----------|----------------|---|
| D | 1c, 2e, 3g, 4h | Good writers give strong reasons for their opinions. They choose effective supporting details to help the reader understand their reasons. Effective supporting details may include facts, examples, or explanations. |

Look at sentence 1.

1.Our work is difficult, and some of our projects can be damaged by such simple mistakes as opening the wrong door or bumping into a small piece of equipment.

Underline two examples of simple mistakes. N the writer´s opinion, why are they a problem?

Look at sentence 2:

2.When we reached the top, which was 500 miles above sea level, we laughed like children because we were having so much fun up there.

Underline a fact about the place they reached. Underline the explanation of why tourists laughed.

Self
Assessment

Self- evaluation 7

| Question | Answer | Feedback |
|----------|----------------------------|--|
| A | 1. oppose | Oppose: actively resist or refuse to comply with (a person or a system). |
| | 2. respect | Respect: due regard for the feelings, wishes, rights, or traditions of others |
| | 3. support | |
| | 4. abolish | Support: enable to function or act |
| | 5. guilty | Abolish: formally put an end to (a system, practice, or institution). Guilty: culpable of or responsible for a specified wrongdoing |
| B | 1 b, 2 c, 3 a, 4 d, 5a, 6a | 1. The information is related to paragraph 1 |
| | | 2. The information is related to paragraph 1 and 3 |
| | | 3. The information is related to paragraph 2 and 3 |
| | | 4. The information is related to paragraph 3 |
| | | 5. The information is related to paragraph 1 and 2 |
| | | 6. The information is in paragraph 2 |
| C | 1. because | According to Grudzina and Beardsley (2006) sentence variety is "a means by which the writer helps the reader to understand which ideas are most important, which ideas support or explain other ideas, etc. Variety of sentence structure is also a part of style and voice." Sentences will vary based on their structure and also by function. |
| | 2. Although | |
| | 3. but | |
| | 4. and | |
| | 5. so | |

Self- evaluation 7

| Question | Answer | Feedback |
|----------|------------|--|
| D | 1c, 2a, 3b | <p>A simple sentence is one that has only a single, independent clause.</p> <p>A compound sentence, on the other hand, has multiple independent clauses, that are connected by the proper conjunction (but, for, or, so and, yet, nor.)</p> <p>A complex sentence is one that has a single, independent clause and one or more dependent clauses. (A dependent clause is unable to stand by itself)</p> <p>Dependent clauses are relative (I hit the girl who tripped me), adverb (I am going home now because I have to work) and noun (I do not know what to do after school.)</p> |

Self
Assessment

Self- evaluation 8

| Question | Answer | Feedback |
|----------|--|---|
| A | 1. atmosphere | Atmosphere: mixture of gasses that surround the earth. |
| | 2. changes | Changes: the act or instance of making or becoming different |
| | 3. could4. may | Could: express future possibility |
| | | May: express possibility that something will not happen |
| B | 1 a, 2 c, 3 d, 4 a | 1. The information is related to paragraph 1 |
| | | 2. The information is related to paragraph 2 |
| | | 3. The information is related to paragraph 3 |
| | | 4. The information is related to paragraph 3 |
| C | 1. Humans burn fossil fuels. | A casual chain helps you to see the relationships between causes and effects. |
| | 2. Gases are released into the atmosphere. | |
| | 3. The sun's energy cannot escape. | |
| | 4. The Earth gets warmer. | |

Self
Assessment



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