



Modalidad Abierta y a Distancia

English Language: Listening and Speaking II

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

English Language: Listening and Speaking II

Guía didáctica

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Autora:

Ulehlova Eva



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Universidad Técnica Particular de Loja

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Ulehlova Eva

Diagramación y diseño digital:

Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojacialtda@ediloja.com.ec

Loja-Ecuador

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1. Informative data

1.1. Introduction of the subject



1.2. UTPL generic competences

- Oral and written communication
- English communication

1.3. Specific competences of the major

- Uses the English language at a basic level that allows to communicate in the target language.

1.4. Issues addressed in the subject

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



2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lectures/presentations, video discussions, forum and quizzes among others.

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program. Thus, students will develop listening activities, deepen their grammar knowledge and create conversations on basic topics in order to enhance the skills required for this subject; and this way they will succeed in this course.

The academic resources used are the virtual guide, virtual platform and academic plan.

To pass the course, students must achieve the required competences, participate in mandatory activities such as academic forum, quizzes and assignments and also, they must actively participate in on-site classes with their centers in Loja, Cuenca, Guayaquil and Quito and international centers need to attend to virtual classes through virtual platform. Thus, these students get in touch please with your EVA's professors and the coordinator of your university center to know more about schedules established for online classes.

Compulsory weekly tutorial sessions

Listening and speaking subject is a bit different from the rest mainly because there is not a written exam at the end of each bimester; instead, there are online classes, which are graded 5 points each mid-term. Thus, all students who do not belong to the centers of Loja, Cuenca, Guayaquil and Quito, must participate in the online classes. All students must accomplish at least with 70% of attendance in virtual sessions of each term participating actively showing their speaking skills and listening comprehension, otherwise they will not have the opportunity to take the make-up test.



3. Didactic guidelines for learning outcomes

Learning outcome 1 and 2



First term

- Uses simple, straightforward information and begins to express oneself in familiar contexts.
- Produces sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g., very basic personal and family information, shopping, places of interest, employment, etc.).

This major counts with a textbook which includes eight units. The topics and skills to be covered within each unit will be divided into two weeks. One week will be dedicated to developing listening to activities and learning the necessary skills, the other week will cover speaking activities, grammar and skills required for a fluent communication. This term only the first four units will be covered. Each unit also counts with extra resources with the purpose of helping students reinforce the knowledge obtained from each unit. Also, at the end of each unit there is a self-evaluation quiz mostly based on knowledge of vocabulary, so that students can test what they have learnt. When studying this subject, you will have opportunities to use the language in real situations time through participating in presentations or conversations and this way you will be able to achieve the learning outcomes. Now, I invite you to review all the information.

Contenidos, recursos y actividades de aprendizaje



Week 1

Unit 1. Offbeat Jobs

Dear student, in this unit, we will talk about unusual jobs people have and job satisfaction, as well as the interests and skills people bring to their work. Throughout this unit you will be able to learn new and important vocabulary about jobs, and you will also learn some adjectives that describe these jobs, for example: boring, interesting, etc. and you will also find out more about a job interview. So.... Let's start!

To begin with, think about what the meaning of the term "offbeat jobs" is and what kind of jobs can be included in this area. You can also ask yourself what factors are important while choosing a proper job.

Focus on listening

In this section we will expand the vocabulary about offbeat jobs and reading and listening to the short text provided in your textbook will give you more ideas about what kind of jobs can be counted as extraordinary or unusual. We will concentrate on the Preview activity and with the help of hints you will be able to predict the job position and skills for this job. We will move on listening for main ideas and listening for details and according to the notes you will have taken you will be able to answer whether the statement is true or false. We will also cover the skills of making inferences, particularly understanding humor, taking notes with key-words and recognizing contrast.

1.1. Understand the use of humor

What do you understand under the term "make inferences"? An inference question is commonly used to test your understanding of how information is connected. An inference is a conclusion or prediction which requires the following steps:

- Listening for the most important information,
- Making a connection between or among two or more pieces of information and,
- Drawing the proper conclusion based on the information OR
- Predicting correctly what will happen in the future based on the information.

Now, we will concentrate on making inferences on how to understand the use of humor. It is very common that people use humor in daily situations if they want to be funny or humorous, we can recognize it easily when they laugh or according to the tone of voice. To develop this competence, you must listen to the excerpts provided within listening activity one and identify the true meaning or using humor.

1.2. Taking notes with Key-words

Students usually find it difficult to take notes while listening. The problem is, that if you want to write everything or the majority of the important information, it is very easy to get lost, as you cannot concentrate on both things at the same time. So, meanwhile you are listening, and you are trying to write down the information needed, it is essential, that you only write key words such as nouns, verbs or adjectives, that help you remember the important information.

In this video [Taking Notes - Using Key Words and Phrases](#) (Not CC), there are some tips provided on how to take notes with keywords. I hope this strategy will help you feel more confident while taking notes on relevant information. I am sure this video has helped you with some strategies how to take notes effectively. Thus, I invite you to listen to the listening two in your textbook and practice this skill.

1.3. Recognizing contrast

In Listening activity two, you will also develop the skill of how to contrast two job positions. You will be contrasting using the connectors BUT and HOWEVER, they will help you to introduce a clause with idea, opinion or action that is different from the first idea. To do so, pay attention to the excerpts and contrast two ideas, identifying the connectors used and pointing out the differences.

To expand the knowledge about contrasting transition words, I invite you to watch the REA [Linkers 3: However, Nevertheless, still, yet, while, whereas, unlike](#) (CC) where you can find other connectors except of "but" and "however". There are also good examples provided, so that you can understand well this topic and practice right away what you have learnt. I am sure, you have learned a lot from the information and now you are ready to use the connectors in your daily conversations.



Focus on Speaking

The first section is about reading a short text and check your understanding of vocabulary, so that you can acquire lots of new words related to jobs. It is really essential that you have all the new words and expressions you have learned so far in mind, because you will have to use it while developing speaking activities, that will be based on making conversations. Present perfect is also the part of this section, so I invite you to read the information below.

1.4. Present perfect

The present perfect (something **has happened**) is a present tense. You can use this tense for new or recent happenings. The way we create this tense is **have/has + past participle**. The past participle can finish on **-ed** (*finished/decided*, etc.) or in case of irregular verbs the endings will vary (*lost/done/written*,etc.). When we use the present perfect, there is a connection with *now*. The action in the past has result now.

Let's analyze the following example:

Table 1.

Explanation of present perfect

Study this example situation:	Tom is looking for his key. He can't find it. He has lost his key. (This means, that he doesn't have the key now.)
Ten minutes later:	Now, Tom has found his key. He has it now. In both situations we have to use PRESENT PERFECT.

- **I have painted** the room. It looks more beautiful now.
- **Have you heard** that news? Sally **has won** a new position in her job!

We also use the present perfect to give new information. But if we continue to talk about it, we normally use the past simple. Look at the example:

- Look! Somebody **has spilt** milk on the floor. It **wasn't** me, I **didn't do it**.

The present perfect is often used with the following words JUST, ALREADY, YET, RECENTLY, SINCE, FOR, SO FAR.

Table 2.

Adverbs used with present perfect

Adverbs used with present perfect	Sentences examples
Just = a short time ago	Are you hungry? No, I have just eaten lunch.
Already = we use it to say something happened sooner than expected.	Don't forget to call your mother. I have already done it.
Yet = until now, it shows that the speaker is expecting something to happen. Yet is used only in questions or in negative sentences.	Has it stopped raining yet ? I have done the homework, but i I haven't uploaded it yet .
Recently	Have you heard about Bryan recently ?
So far	Everything has been clear so far , no worries.
Since	I haven't called my sister since couple of months.
For	We haven't seen each other for a long time .

Lastly, the present perfect is used with **today/ this evening/ this year** etc., when this period finished at the time of speaking.

- **I've drunk** four cups of coffee **today**.
- **Have you had** a holiday **this year**?
- George **hasn't studied** hard this term.

To make sure you have understood this topic, I would like you to do the exercise provided in the PPT.

Present perfect

1.5. Showing interest

Now we will move to the section of making conversation, that is useful if we want to ask about a person's job and interest. Many people ask about work during small talk, so it is polite to ask general questions about work and to express interest in the response.

In table 3, there are some common expressions you may use while showing interest. Do not forget that you also must change your voice to make it

higher or louder. Once you review the table below, I advise you to check some other expressions provided in your textbook. I also recommend you to review this link: [Business Communication Strategies](#), which provides even more examples how to show interest and how to interact. The more phrases you know, the better you can express yourselves. Good luck!

Table 3.
Expressions showing interest

Expressions to show interest	Use of body language
<i>That is interesting.</i>	<ul style="list-style-type: none">▪ Make eye contact.
<i>Ohh, I see.</i>	<ul style="list-style-type: none">▪ Smile at the person.
<i>Really?</i>	<ul style="list-style-type: none">▪ Use facial expressions
<i>That's incredible!</i>	
<i>Wow! That's amazing!</i>	

To continue, you will find in your textbook an activity that proposes you to take part in a workshop for people looking for jobs. You as a counselor must identify different skills and think of new offbeat jobs using vocabulary, grammar, pronunciation and language to make small talk and in order to reinforce your knowledge of this unit. There is also an option of alternative speaking topics related to the content of the unit.

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



Recommended learning activity

Dear student, as the whole unit was related to jobs and skills people must possess for a particular kind of job, I would like to ask you to think of any offbeat job you would be interested in, write the name of that profession and support it with good reasons why you are a great candidate for this position.

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

Well done, you have done a great job. All the reasons you have provided are well thought and I am sure you would definitely get the job.

Now, it is time to verify your knowledge by developing the first self-assessment.



Self-evaluation 1

Choose the best word from the table that best suits the sentence. Some of the words will not be used.

relaxing	trustworthy	taste	professional
A workaholic	hardworking	flavor	stressful

1. He got a calm and ____ job.
2. She had to ____ten types of chocolate.
3. Peter just got a new job as a ____ writer. He gets paid to write news stories for magazines and websites.
4. My boss lets me take care of her store by myself because she knows I won't take anything. She knows I am_____.
5. Which sentence is correct?
 - a. Natalie has an offbeat job.
 - b. Natalie has offbeat job.
 - c. Natalie has danger job.
6. Choose the best response to the question.

A: What do you do?

B:

 - a. I don't like it at all.
 - b. That's interesting.
 - c. I am not working right now.
7. I like making things, I am_____.
 - a. Good with my hands
 - b. Good at numbers
 - c. Good at solving problems

8. I also have to manage the business, luckily, I am _____.
 - a. Good at numbers
 - b. Creative
 - c. Dangerous
9. He really enjoys working in the store, because he likes talking to people.
 - a. He doesn't want a boss.
 - b. He has good people skills.
 - c. He is a good team player.
10. She is good at explaining things well, she is also very clear when she speaks.
 - a. She is trustworthy.
 - b. She is workaholic.
 - c. She has good communication skills.

Answer Key

CONGRATULATIONS!! You have finished the first unit and I am convinced you have learned a lot



Unit 2. Where does the time go?

According to the title of the unit you might be able to predict what the content will be about. As everyone has lived "a student life" you might assume that there are too many activities one would like to do, however, there is never enough time to do everything at the same time. How do you organize your time? Do you manage all tasks to be done on time, or do you usually postpone them to the last moment? This unit will talk about some factors that lead to student success and also about some challenges every student must face.

Focus on Listening

Once you read and listen to the audio about a student workshop you will come across new vocabulary such as procrastination, put off, research etc. related to this topic and you will expand it while using its definitions or synonyms. After you finish with that exercise, I invite you to listen to main ideas about strategies suggested by a counselor and later focus on details mentioned in the same audio and answer correctly the statements provided in your textbook. In this unit we will also learn about what is the purpose of questions and what phrases to use, once you come to the point of disagreeing with someone.

2.1. Inferring the purpose of questions

Let's move to the part of making inferences that is based on understanding questions. Why is this important? You would think that everyone understands questions. However, sometimes we must guess if the speaker wants any response from us, or if he/she just wants us to listen. In the first case, when the speaker expects us to respond, he/she uses phrases to make us aware of answering. He/she makes pauses too and waits until we raise our hands and give a response to the question proposed. On the other hand, if a speaker wants us only to pay attention, he/she does not wait for our response and he/she answers the question him/herself. In order to acquire this skill, you have the opportunity to practice this in the excerpts available in your textbook and see how successful you are at answering.

Do not forget that taking good notes is essential to respond adequately. While listening to another audio you can practice taking notes and see if they are really helpful. Then, that you can accomplish the other tasks.

2.2. Identifying disagreement

The listening skill to be developed within this unit is also understanding disagreement. Well, there are many ways how to express we do not agree with something, however, you must keep in mind that there are some polite ways how to disagree and that way you omit the poor phrase "I disagree with you" saying that directly. Look at the table below and see how else can disagreement be expressed.

Table 4.
Expressions of disagreement

Expressions		
<i>I don't think so.</i>	<i>I'd say the exact opposite.</i>	<i>That's not always true.</i>
<i>I am afraid I disagree.</i>	<i>That's not always the case.</i>	<i>No, I am not so sure about that.</i>

After reviewing that above, you can carry on with the exercise of both excerpts included in your textbook in the listening section and you will realize that there are more options to be used while expressing disagreement.

In this OER (REA) [How to disagree politely](#), you can explore more phrases to be used for expressing disagreement. At the same time, you can also practice listening comprehension and figure out what the main idea and supporting details are. I am sure you have understood all the phrases provided in the video and now you can feel more confident to use them in different conversations.

Focus on speaking

Within this unit we will review vocabulary and also, we will learn about the present perfect and past simple tenses that will allow you to create conversations using correct grammar patterns. Then you will develop debates about topics proposed.

2.3. Present perfect and past simple

First, you have to remember how to create past simple that you have studied previously in this same subject in lower level, and present perfect tense that was explained in the previous unit. You should know when to use these both tenses and based on this knowledge we can get explained what are the differences between these two tenses and when to use them depending on the context.

To remind you about the **past simple**, it tells us only about the **past**. On the other hand, **present perfect** tells us about the situation **now**. Let's only review very briefly when to use the past tense, because the present perfect rules were explained in the previous unit. Then, let's provide some examples and particular situations when making comparisons of both of the tenses.

Use **past simple** when you talk about finished time such as **yesterday/ ten minutes ago/ in 1999/ when I was a child** or to ask **When or What time?**

- **It was** very cold **yesterday**. (Not has been)
- Lina and Nina **arrived ten minutes ago**. (Not have arrived)
- **When did** your friends **arrive**?
- **What time did** you **finish work**?

Compare:

Table 5.

Differences between Present perfect and Past simple

Present perfect (HAVE DONE)	Past simple (DID)
I've done a lot of work today .	I did a lot of work yesterday .
Explanation: We use the present perfect for a period of time that continues until now. For example: today/ this week/ since 1890 .	Explanation: We use the past simple for a finished time in the past. For example: yesterday/ last week/ from 1990 to 2000 .
Have you seen Alex this morning ? (It is still morning)	Did you see Alex this morning ? (It is now afternoon or evening)
Paul lives in Atlanta. He has lived there for 10 years.	Paul lived in Boston for 5 years. Now, he lives in Chicago.
I have never played golf. (Never in my life)	I didn't play golf last summer .
It's the last day of your holiday . You say: It has been a really good holiday. I've really enjoyed it.	After you come back from holiday you say: It was a really good holiday. I really enjoyed it.

Present perfect (HAVE DONE)	Past simple (DID)
It has stopped raining now, so we don't need the umbrella. (it's not raining now)	It stopped raining for a while, but now it's raining again.

Well, I hope this table supports a bit the idea, in which context and different situations is necessary to use which tense. However, to know more about this topic, I invite you to watch the following link: [Past simple or Present perfect - English verb tenses](#) (CC), in this video you can observe how the past simple and present perfect are defined and used. I assume you might find it helpful and after watching this video you will have clear in which situations to use which tense. I am sure you picked it up.

After I would like you to practice more by doing the exercises provided in PPT. Good luck with this activity and I hope you find it easy.

[Past simple and present perfect.](#)

2.4. Using your voice effectively

You as a student must make many presentations and in order to express yourself precisely, there are some aspects regarding your tone of voice you must take into consideration. So, if you want to sound confidently and clearly, so that the audience pays attention to you, I advise you to consider the following steps:

- speak loudly, slowly and clearly,
- practice the correct pronunciation of words you are not that sure about as you might not use them very often,
- stress the important words so that the listeners are interested in what you are saying,
- practice your presentation as many times as needed until you feel completely confident,
- try to avoid hesitating such as uh or um between words.

This skill you can practice while preparing a short presentation of your study habits. Do not forget to take notes in order to stress the important information and use your voice effectively. You can also prepare a speech about "**How to become a successful student**" using some ideas from the reading and listening activities and also using present simple structures correctly. For your speech you can consider the following questions:

- **What are some advantages or disadvantages of studying alone or in groups?**
- **What's your biggest motivation for your university life?**
- **Are universities the best system of educating people?**
- **Should a student's university education be free or should the student have to get a loan?**

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



Recommended learning activity

To practice using correctly the simple past and the present perfect, I would like to ask you to write sentences about yourself considering the ideas in brackets.

1. (something you haven't done today)
2. (something you didn't do yesterday)
3. (something you did last night)
4. (something you haven't done recently)
5. (something you have done a lot recently)

Well done, you surprised me what great sentences you have written. It showed me you are absolutely sure how to use the present perfect and past simple and you can recognize when to use each of them.

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

Now, as we finished unit 2, I invite you to complete the self-evaluation of this unit.



Self-evaluation 2

Choose the definition of the word or phrase in bold.

1. I have a great **strategy** to get all my studying done this week.
 - a. Plan
 - b. Question
 - c. Friend
2. It's good that you have a **positive attitude** when you have so much to do.
 - a. Strong opinions
 - b. High grades
 - c. Hopeful thoughts
3. My **goal** is to have an hour of free time at night.
 - a. Something you want to do
 - b. Something you cannot do
 - c. Something you have to do
4. You must **focus** while studying or it is not worth your time.
 - a. Get rest
 - b. Pay attention
 - c. Be home
5. I made a list of **tasks** to complete today.
 - a. Classes
 - b. Subjects
 - c. Jobs
6. This **research study** involves interviewing a lot of people.
 - a. A detailed investigation
 - b. A class discussion
 - c. A simple conversation

7. The expression **figure out** means:

- a. To fail to do something as quickly as planned or as required
- b. To quickly prepare before a test
- c. To understand or solve by thinking

Choose the correct word according to the sense of the sentence.

- 8. There are many **factors/activities** that make it hard to stick to the schedule.
- 9. Those **difficult/negative** thoughts will not help you.
- 10. To **completely understand/achieve** success, you must not give up.

Answer Key



Unit 3. A penny saved is a penny earned

Dear students, this unit explores some ways of saving money, it describes a brief history of money and bartering too. We will expand new vocabulary based on this topic and learn new expressions used in listening activities. We will learn how to infer feelings from intonation and also how to take notes using symbols.

Focus on Listening

Let's start with the reading and listening part that refers to the brief history about money and bartering. Here you find out some important dates regarding the development of money and you learn new vocabulary and its definition.

Then we move to listening activities and again as in the previous units we will concentrate on the part of main ideas and details about the discussion about City Barter Network. Here you will check if you understood well what the topic is about and if you chose correctly if the statements were true or false. Within this activity we will also develop how to infer feelings from intonation, so read below, how to enhance this skill.

3.1. Inferring feelings from intonation

Listening for intonation can be helpful to understand speaker's feeling and meaning. If the speakers rise the intonation, it can signalize a surprise, shock or enthusiasm. If the intonation is falling it can express that the speaker is happy or interested, or even it can mean negative feelings. And finally, if the intonation is flat, it points out to not being interested, ignoring things or just being careless. I invite you to read through the information provided in your textbook and practice the excerpts.

3.2. Taking notes with symbols

As you might have realized before, taking notes during the lectures is a challenge for each of us as we cannot both listen and write at the same time. It means you need to find the best way how to write down the main ideas as quickly as you can in order not to get lost while listening. Thus, to consider to use symbols will be of a great help. You perhaps know some of them, especially the mathematical ones, so why not try to use them when taking notes? Think of some or have a look at the ones provided in the table.

Table 6.

Examples of symbols being used while taking notes

Symbols	Words used for the symbols	Symbols	Words used for the symbols
> or +	more than	%	percent
< or *	less than	&	and
↑	increase, rise	*	important info
↓	decrease, fall	()	(date)
➡	becomes, leads to	~	approximately
@	at	:	includes
#	number	ex:	for example
\$	money, dollars	/	per
=	equals	≠	not equal
vs.	against	w/o	without
?	unsure	k, m,	thousand, million
✓	check	b/c	because

Taken from: [link](#)

I recommend you to watch this video Note-taking - During the lecture [Note-taking - During the lecture \(CC\)](#) where you can obtain some advice, how to take notes using symbols, abbreviations and cues such as ordinal phrases, contrasting ideas, etc. This video will also provide you with some advice how to become an effective listener. I am convinced you feel now more confident when taking notes, you know what kind of information to focus on and what symbols and abbreviations to use to take the notes faster and not to get lost. Recognizing and understanding emphatic stress

In this part we will concentrate on "emphatic stress". What does it mean?

It is easy, it means emphasize a word that is of great importance while putting extra stress on it. How to do it? Well, you just pronounce the

stressed syllable higher, longer and louder. Try it. And why to do it? Emphatic stress is used to compare, connect, or clarify things. Usually, it points out the word that the speaker considers the most important. Thus, the specific example in your book will help you understand this better as well as listening to the excerpts.



Week 5

Dear students, we still carry on studying unit three dedicating to the world of money and barter networks. Our time will be also dedicated to studying grammar, particularly comparative adjectives and adverbs and their use. The last topic to be developed within this unit will be making suggestions and coming to an agreement.

Focus on speaking

As it is stated above, first we get explained a little bit about comparative adjectives that will help us create some conversations about comparing items and services and negotiate in order to come to some agreement. We will expand vocabulary that will make you feel more confident to create conversations. So, let's start.

3.3. Comparative forms and equatives of adjectives and adverbs

Sometimes we need to know if some objects, but even some characteristics of people are the same or different and exactly for that reason we use comparatives to describe the differences between two things, not three or more. In the table below, you can see how to create the comparatives of 1-, 2-, 3- and more syllables and of irregular adjectives.

Table 7.*Comparative adjectives*

1-syllable	2-syllables		3-syllables and more		Irregular adjectives		
To compare you add -er	if the adjective ends in -y , change the y to I and add -er			all adjectives of 3 or more syllables use more			
if the adjective ends in -e , just add -r	2-syllable adjectives not ending in -y use more						
if the adjective ends in consonant, vowel, consonant, double the last consonant							
Old	older	pretty	prettier	popular	more popular	good	better
Fast	faster	happy	happier	expensive	more expensive	bad	worse
Late	later	modern	more modern	intelligent	more intelligent	far	farther
big	bigger	pleasant	more pleasant	intellectual	more intellectual	well (healthy)	better
							further

Here are some examples:

- *America is big, but Russia is bigger.*
- *I would like to have more powerful computer.*

There are some **exceptions**: With some 2-syllable adjectives, we can use "**-er**" OR "**more**":

quiet → quieter/more quiet

clever → cleverer/more clever

narrow → narrower/more narrow

simple → simpler/more simple

Often, the comparative adjective is followed by **THAN**. Look at the examples:

- *Is French more difficult **than** English?*
- *Joan is taller **than** Hannah.*

To make comparisons we also can use **AS...AS** in positive sentences and in questions.

- I am sorry, I am late. I got here **as fast as** I could.
- There is plenty of food. You can have **as much as** you want.
- Let's walk. It's just **as quick as** taking the bus.

Also a few adverbs have irregular form:

Well/better: I know him **well**, probably **better** than anybody else knows him.

Badly/worse: He did very **badly** in his exam, **worse** than expected.

Far/further: It's a long walk from here to the park, **further/farther** than I thought.

Apart from the information provided above, I also recommend you to watch the video: [Intensive English Grammar U4-L1 Using comparative adjectives](#) (CC) that will help you understand better the topic and will make you feel more confident once you start practicing it. You see, after watching this video you have expanded your knowledge on how to create comparative forms of adjectives and adverbs. Well done.

Dear students, now it is time to test if you have understood this topic well. Thus, I invite you to do the exercises provided in the PPT. Good luck.

[Comparative forms and equatives](#)

3.4. Making suggestions and coming to an agreement

The last task in this unit is to practice negotiating – making suggestions and coming to an agreement. Why is this important? You might have noticed that if you want to buy something you usually try to lower the price and this is exactly what is called negotiating, making suggestions until each person agrees on something proposed. I invite you to review the phrases and expressions commonly used for negotiating. So, the first column contains phrases about making suggestions, the middle column refers to expressions used when agreeing on something and the last column consists of options for expressing disagreement. Hereby, I also suggest you to review the previous unit as you were provided with some words used for strong or weak agreement or disagreement.

Table 8.*Making suggestions, agreement and disagreement*

Making suggestions	Agree	Disagree
How about lowering/we lower the price to \$20?	That's a good/great idea!	I'd prefer...
What about lowering the price?	That sounds good/great.	That's a good idea but...
Why don't we lower the price?	Perfect!	I'm not sure.
Why not lower the price?	Thanks! I'd love to.	
Shall we lower the price?		
Let's lower the price!		

Now, when you have everything clear about grammar, vocabulary and expressions it is your turn to practice. You can start with the final speaking task which asks you to barter for goods and services with your classmate, although it might difficult to have someone to practice with. However, nowadays in technology world there are so many options, that I am absolutely sure you will find a way how to develop this skill. Another activity that can give you more confidence is the part of alternative speaking topics based on the expressions and grammar you have learnt in this unit. Go ahead, it is pretty easy.

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



Recommended learning activity

Imagine you are going to buy a car. I would like to ask you to compare two cars of your own choice using the comparative forms learnt in this unit. You can consider the following aspects: brand, price, size, quality, etc., whatever comes to your mind. Feel free to write at least 5 sentences.

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

An excellent job, I am proud of you. You have created well-structured and reasonable sentences including all examples stated above.

Don't forget to participate in the self-evaluation of this unit. I invite you to answer the following questions which are based on the topics and content studied during this unit.



Self-evaluation 3

Choose the best definition for the word given.

1. Valuable
 - a. Equal
 - b. Worth a lot
 - c. Something done for you
2. Network
 - a. Exchange
 - b. Trade
 - c. Group with the same interest
3. To pay an arm and leg
 - a. To spend a lot of money
 - b. To have enough money to pay for something
 - c. Something you buy for less than the usual price
4. To bargain
 - a. To discuss the price of something you are buying
 - b. To get a good price on something
 - c. To have a particular price
5. To afford
 - a. Not to be able to make it
 - b. To have enough money to pay for something
 - c. To be good to do even though you made an effort

Choose the option that best fits to the sentence.

6. This jacket is too big. I need to take it back to the store and _____.
(Borrow/Exchange/Provide) for a smaller one.

7. This school is expensive, but I think it ____ (**Gets a good deal/Is worth it /Is a bargain**) because the teachers are great.
8. Name something you bought that you ____ (**Bargain/Afford/Get a good deal**)
on. Where did you get it?
9. You can save a lot of money. It's really____ (**Worth it/ Bargain/Used**).
10. Choose the best way to make suggestion.
 - a. Why don't
 - b. How about
 - c. Would you

Answer Key



Unit 4. What happened to etiquette?

Dear students, this unit raises the questions of how we learn manners and what we can do as a society to promote better manners. You will listen to various opinions about why there has been a decline in manners and then debate why certain actions are rude or not. Besides, in this unit you will be able to use prior knowledge and express opinions about polite and rude behavior. Let's start with the listening activities first.

Focus on listening

In this part we will listen to main ideas and detail about a survey focused on people's behavior and showing respect from others. In the other listening activity, there will be discussed why is there a lack of manners and new vocabulary in terms of this topic will be enhanced. Regarding listening skills inferring contrasting ideas, how to summarize and paraphrase will be learnt.

4.1. Inferring contrasting ideas

Dear students, first let's get explained what is the meaning of a contrast, as you will come across this term in the first listening activity. **Contrast** is the state of being different from something else. To be able to identify the contrasting ideas, speakers put stress on the words in order to indicate how two ideas differ. This helps to listeners, so that they can focus on the transitional words that are the clue for understanding the contrasting ideas. There is provided a simple example to understand the contrast clearly.

Example: *Getting a good job is hard work, however, most people eventually find one with patience.*

There are many other contrasting words such AS IN SPITE OF, ALTHOUGH, EVEN THOUGH, HOWEVER, NEVERTHELESS, NONETHELESS etc. that will help you recognize when man is contrasting.

In this REA **using cause -and –effect transitions** (CC) you can see some examples of using other contrasting connectors than mentioned before. This can help you not only in listening or speaking, but it can also reinforce your

writing skills. So, listen to that and take some notes on relevant information. I am convinced this video has expanded your knowledge on the use of the transition words and now you are able to use them correctly in your own sentences.

After reviewing the theory and the link, again as in the previous units, you can listen to the excerpts and practice how well you master this skill.

4.2. Understanding summaries and paraphrases

Later there is ready a listening comprehension for you where listeners are invited to call in and provide ideas on in which situations people are rude. This listening skill points out to understanding summaries and paraphrase. Although you might have very clear what a summary means, a little review of this term never hurts anyone, on contrary, "practice makes master", so the more you review the better you become.

Summary is a brief statement or account of the main points of something. When speakers summarize, they concentrate mainly on the most important information and do not specify details. This skill will be learnt while listening to the second listening activity available in your textbook.

Paraphrase is a restatement of text or a passage, written or spoken form, using different words, mostly in a simpler and shorter way that makes the original meaning clearer.

To understand better the differences between summary and paraphrasing, I recommend you to watch this video: [What is Paraphrase? What does Paraphrase mean? Paraphrase meaning, definition & explanation \(CC\)](#). In addition, I invite you to review [an example of summary](#); and [an example of paraphrasing](#): I am sure watching these videos has helped you understand better the meaning of paraphrase and also that examples provided made that explanation clear. Now it is time that you put your knowledge into practice.



Focus on Speaking

Dear student, first, a short text about manners will give you an idea what is this section about and after understanding the new vocabulary and expressions you can practice your understanding and express your opinion about the actions provided in your book. In this unit there will also be covered superlative form of adjectives.

4.3. Superlative of adjectives

In the previous unit we studied the comparative forms of adjectives, so I expect you not to have problems with that topic and under these circumstances we can continue developing the superlatives of adjectives. Superlative form finishes on **-est** or **most**. In general **-est** is used for the short words considering the same rules of syllables as when creating comparative forms, and **most** is used for longer words.

Some examples: long - longest, hot – hottest, easy – easiest, hard – hardest

But: most famous, most boring, most difficult, most expensive

A few adjectives are irregular: **good – best, bad – worst, far – furthest/farthest**

We use **THE** before a superlative (the longest, the most dangerous, etc.):

- Yesterday was **the longest** day of the year.
- Why does she always come to see me at **the worst** possible moment?
- It was **the most boring** movie I have ever watched.
- This hotel is **the cheapest** in town.

We also use **IN** with places or for organizations and groups of people after superlatives:

- What is the longest river **in the world**?
- This was the best room **in the whole hotel**.
- Who is the most intelligent student **in the class**?

We use OF for a period of time:

- What was the happiest moment **of your life?**
- What is your favorite season **of the year?**

Great, dear student, now it is time to practice this topic, thus, I invite you to open the PPT, and work on the exercises provided.

Superlative adjectives

4.4. Making polite offers and invitations

As in this is dedicated to etiquette and good manners, we must know how to make polite offers and invitations. There are many ways how to accept or to decline. Have a look at the examples that offer you some expressions you can use, and how to say yes or no.

To be polite it is recommendable to use verb WOULD.

- *Would you like some help? Yes, please. X No, thank you.*

If you don't use WOULD, it is still polite.

- *Help yourself with the food. Oh yes, thank you. X No, thanks, I am fine.*

To make an invitation we use WOULD LIKE.

- *Would you like to join us? Sure, that sounds great. X Sorry, but I cannot.*

To have a better overview of more useful expressions about this topic, I invite you to learn [Phrases for invitations](#), and after finishing watching and becoming more familiar with this, I recommend you to read the discussion situations provided in your book and practice the expressions while reacting to the situations. Also, I advise you to do the listening task and lastly to develop the alternative topics.

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



Recommended learning activity

- I. Write 5 sentences about yourself using the superlative forms.
- II. Write a dialog of an invitation on holiday for your partner using polite expressions learnt in this unit.

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

Well done, dear student, a great job. You have proven your knowledge obtained within this unit. The use of superlative is very easy once you studied this topic in depth, and also your dialog of invitation on holiday sounds very nice. You have used all necessary phrases and expressions studied.

Now, it is time to review what we have learnt by doing the following self-assessment.



Self-evaluation 4

Choose the correct option of TRUE or FALSE statement. In case it is false, provide a correct answer.

1. () Etiquette is related to prices of some products.
2. () An immediate response is given slow up.
3. () An electronic device is a type of machine.
4. () A document is often made of ideas.
5. What behaviors are related to etiquette?
 - a. Holding a door open
 - b. Helping to pick up dropped papers
 - c. All of the above
6. To appreciate something is to be:
 - a. Thankful for it
 - b. Afraid of it
 - c. Tired of it
7. To conduct an experiment means to:
 - a. Talk about it
 - b. Stop it
 - c. Do it

Choose the correct response for each offer or invitation.

8. Do you need some help?
 - a. Yes, I'd love to.
 - b. Yes, thank you.

9. Would you like some help?
- a. That sounds great.
 - b. Sorry, but I can't.
10. Get something to eat
- a. Do you want to see it?
 - b. Would you like to come along?

Answer Key



End of term activities



Week 8

Review of units 1-4 and Mid-term test

Dear student, CONGRATULATIONS! You have completed the first term contents and activities. In this week you will have the opportunity to review and enhance the contents of the previous units to be prepared for the first mid-term exam, in which you demonstrate the skills and knowledge you obtained so far. I wish you good luck.



Second term

Learning outcome 3 and 4

- Communicates in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Describes and compares in simple terms aspects of his/her life, environment and matters related to his/her immediate needs.

As it was already stated at the beginning, we will continue exploring the units 5-8 in the second term. Again, as in the previous term, the topics and skills to be covered within each unit will be divided into two weeks. One week will be dedicated to developing listening activities and learning the necessary skills, the other week will cover speaking activities, grammar and skills required for a fluent communication. You will also have available extra resources with the purpose of reinforcing the particular knowledge obtained from each unit. As in the previous term, you can count on a self-evaluation quiz of each unit mostly focused on vocabulary knowledge in order to see how you have progressed at obtaining a new knowledge.

Contents, resources and learning activities



Week 9

Unit 5. Music and food

As you can assume this unit is based on sounds and music that surround us, how we perceive them, how they affect our mood, our feelings and our emotions. Also, food and service will be covered within this unit. Have you thought of it how food and music can be connected? Imagine you go to the restaurant for a nice romantic dinner with your couple, so music cannot be missed at that special moment. You can think of that moment and speak out loud about this topic.

Focus on Listening

In the listening activities of this unit, we will concentrate on different examples of sounds in order to be able to identify them. We review how to make inferences, this has already been taught in unit one, so, it means, you are supposed to be an expert in this area. But just in case let's briefly summarize, that to infer means to guess what the speaker doesn't say directly. We can recognize it by different intonation and emphatic stress. Except of that, we will learn how to take notes, which you already know too, but this time it will be focused on taking notes on cause and effect. Recognizing incomplete and complete ideas will also be the topic of the listening part. Finally, we will practice listening comprehension based on topic food and eating out.

You have available some listening activities in your text book that are mainly focused on the topic of music and sounds. However, as the title of this unit is also food, I would like to provide you with more listening activities on this topic. Thus, please do **these listening activities** and the exercises that reflect on the same. At the same time, you will be able to practice listening comprehension, expand vocabulary and also practice speaking.

To expand a bit more the topic about food, please review the information provided in PPT called [Food](#)

5.1. Taking notes on cause and effect

Cause and effect are a relationship between things, where [one is the result of the other](#). Causes are the reasons of actions happens and effects are the results. While listening we can notice that speakers use different words and phrases to signal causes and effects. Once we write the words or phrases down, we will be able to identify, what is the cause and what is the effect. Drawing an arrow from the cause to the effect will help you determine the relationship between two ideas. It is very common that one cause may have multiple effects. In this case it is recommendable using a list of arrows, commas or just simply use the plus sign.

Sometimes some connectors can help you identify the cause and effect actions. Look at the table below.

Table 9.*Transition words of cause and effect*

Transition words		
Due to	Because of	As a consequence of
As a result of	Thanks to	Owing to

Some examples:

He failed the test because of his bad study habits.

Cause: His bad study habits.

Effect: He failed the test.

Signal phrase: Because of

He was fired as a consequence of tardiness (being late).

Cause: Tardiness

Effect: He was fired.

Signal phrase: as a consequence of

In this video [Taking notes on cause and effect](#) (Not CC), you observe, what is a good technique how to write notes on cause and effect. Hopefully, this helps you organize your notes in a correct way without losing any important information. Once you get more familiarized with this topic, you can practice more taking into consideration the listening activities of this unit being provided in your textbook.

5.2. Recognizing incomplete and complete ideas

How do we recognize if the idea is incomplete? If the sentence expresses a complete thought, we can consider it as complete, however, if you feel left hanging when you read or listen to a sentence or if one of the two main part is missing, it is very likely incomplete. What can also help you recognize a complete idea is that the sentence includes a subject, a predicate, and expresses a complete thought. On the other hand, an incomplete sentence does not express a complete thought. When speaking intonation plays an important role, if the intonation rises or falls it is a signal that the idea is incomplete. So, a little change in intonation means there is something extra to come. Usually, to show that the speaker hasn't finished his statement he/she signals ideas at the end of phrases or items, so that the listener can note

that the speaker will continue talking. However, if the intonation falls to a low note, it is a signal that the speaker's idea was completed. To make sure you have understood this topic, I advise you to practice the listening activities and excerpts in your textbook.



Week 10

Dear students, we still carry on with unit five that concentrates on sounds around us. First, we will review and expand some vocabulary related to this topic and then we will develop speaking activities showing confidence. Also, the grammar part of Reflexive and reciprocal pronouns is the topic of this week.

Focus on Speaking

As it was stated above, first we must know words such as affect, sensitive to, upbeat, annoying, anxious, etc. that might have positive, negative or neutral meaning and also, we must be able to provide reasons why do we feel that way about those particular words. This will help us feel more confident while expressing ourselves about the proposed topics.

5.3. Reflexive and reciprocal pronouns

Dear student, let's have a look at this table, which shows us the reflexive pronouns.

Table 10.
Reflexive pronouns

Personal pronouns	Reflexive pronouns
I	myself
You	yourself
He	himself
She	herself
It	itself
We	ourselves
You	yourselves
They	themselves

We use **reflexive pronouns** when **the subject and the object are the same**.

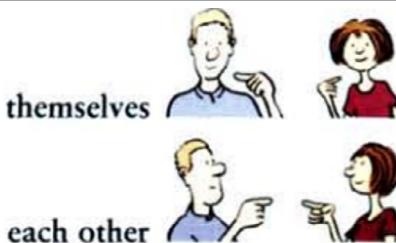
- Steve introduced **himself** to the other guests.
- I don't want you to pay for me. I'll pay for **myself**.
- Do **you** talk to **yourself** sometimes?
- Who repaired your bike for you? I repaired it **myself**. (Meaning not anybody else did it, but me)
- Let's paint the house **ourselves**, it will be much cheaper.
- The movie **itself** wasn't very good, but I liked the music.
- I will not do the work for you; **you** can do it **yourself**.

Compare **-selves** and **each other**:

Joe and Kelly stood in front of the mirror and looked at **themselves**.

(Joe and Kelly looked at Joe and Kelly.)

Kelly looked at Joe; Joe looked at Kelly. They looked at **each other**.



One another instead of **each other** can also be used:

How long have you and Jack known **each other**? OR ...known **one another**?

Sue and Ann don't like **each other**. OR ...don't like **one another**.

Do you and Jake live near **each other**? OR ...near **one another**?

Now, dear student, I would like to invite you to watch the following video: [Reflexive and reciprocal pronouns Parts of speech](#) (Not CC), that describes a bit more into details what was explained previously in this guide. Also, the other video: [Each other & one another Reciprocal pronouns](#) (Not CC) provides a deeper explanation on the topic of each other and one another, so that you can feel more confident when using those. Great, I am sure watching both videos has helped you understand better how the reciprocal and reflexive pronouns work and how you can use them.

Well done, dear student, it would be all from grammar part in this unit. Now, I invite you to put into practice your knowledge obtained within this unit. Open the PPT called **Reflexive and reciprocal pronouns** and work on the exercises.

5.4. Showing confidence

Now, we are going to talk about confidence. In the professional world in order to make a good impression you have to show you are confident, but sometimes it is not that easy. It can come naturally or it can be pretty hard to achieve it, especially in unfamiliar situations or with unfamiliar people.

There are some tricks how to give the impression of being confident. Read them through and then try if they really work.

- Stand tall, this will bring physical benefits including better breathing.
- Make eye contact as it is crucial for increasing your confidence and for making people being interested in listening to your speech.
- Speak slowly and clearly, practice pronunciation and speak out loud.
- Show interest in your topic.

Take your time and watch the short video: [Presenting and public speaking tips](#) (Not CC) about how to improve your speaking skills and gain confidence. You see, now after considering some of the advice you can start presenting without having any fear.

Now, there is time to practice, you can choose some topic to speak about, but it would be recommendable to base it on the topic of this unit. So, why not to try to talk about "*Music and sounds around us*" or why not to choose one of the alternative topics provided at the end of this unit in your textbook? Also, the topic "*Food and service, eating out and eating habits*" can be discussed.

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



Recommended learning activity

Dear students, as we have finished this unit, now it is time to put into practice your knowledge on the topics covered, thus, I invite you to work on [these listening activities](#), that refers to food and service and answer the questions. I would also like to ask you to summarize each listening activity.

Apart from that it also gives you the opportunity to practice speaking, thus, I would like you to answer the following questions.

Going out for dinner:

Talking about meal:

1. ***Do you like eating out?***
2. ***What is your favorite restaurant and what do you usually order there?***
3. ***What is the difference between eating out or eating home?***

(For all answers provide reasons and follow the steps for showing confidence when answering these questions.)

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

A great job, dear student, I knew this would be a very easy exercise. You have summarized the information very briefly with all necessary details and your answers on the questions can be discussed within our tutorial hour or virtual class.

Now dear students, it is time to test your knowledge of unit 5. Get ready to start the self-evaluation. I wish you good luck.



Self-evaluation 5

Choose the correct answer from the options a, b, c, so that the sentence makes sense.

1. Noise is usually a big problem and it doesn't ____ only our sleep, but also our concentration.
 - a. Effect
 - b. Affect
 - c. Work

2. Can you work effectively when people around are talking loud? It is ____ , right?
 - a. Sensitive
 - b. Warning
 - c. Annoying

3. Too much noise in our environment can make us feel _____ and nervous.
 - a. Anxious
 - b. Sensitive
 - c. Sudden

4. I like the new song very much, it has such a ____tune. I can listen to it all day long.
 - a. Beat
 - b. Catchy
 - c. Instrumental

Choose the correct option that best fits to complete the sentence.

5. You need to (**make up/turn up**) the volume, when you listen to that one.

6. Why (**Do you have/Are you having**) the headphones right now, when you have to concentrate on other things?

7. How often (**Do you listen/Are you listening**) to music?
8. I (**Try/Am trying**) to study. But I hear my roommates around, it is so distracting.
9. I woke up one morning and I was in a great (**Rhythm/Mood**).
10. I felt so happy, (**sensitive/energetic**) and excited.

Answer Key



Unit 6. Heroes and Adventure

In this unit we will discuss the topics Heroes and Adventure. Who is your hero? Do you consider yourself a hero? What kind of adventure is connected to this topic? I am sure that since a childhood everyone has some hero, who is strong and helps to overcome any obstacle. Very likely as a child you could dream about a dragon, a prince a robot etc., which is very normal after watching some fairytales. However, with the age and becoming mature, we see our heroes with different eyes. For some of you it can be a movie star, for others their parents, friends, God or even some abstract figures. Definitely with hero there is somehow connected the word "adventure". Think of some ideas and feel free to share them aloud.

Focus on Listening

In this section we will be talking about what are some reasons people help the others or on contrary, why they don't do it. We will listen to some actions that make a hero a hero. Again, as in the previous units, we will concentrate on main ideas, but this time it will not be about multiple choice, it will be based on correcting false statements with the correct answer obtained from your notes. Additionally, listening for details will be developed. In this unit we will learn about how to infer feelings from tone and word choice. Altruism will also be discussed. Have you ever heard that word before? Altruism is the attitude of caring about others and doing acts that help them although you do not get anything by doing those acts. Also, adventurous moments connected with this topic will be discussed, although adventure can mean for each individual a different thing. Thus, let's start working on these topics.

Dear student, as there is not material provided in your text book to the topic Adventure, I am happy to share with you this [reading activity](#) about adventure and also some tasks for reading comprehension. This way you can understand better the topic and also expand your vocabulary. Furthermore, you can also think how this adventure can be connected to "hero" and speak about the connections, perhaps you can also add some more examples from your own experience.

6.1. Inferring feelings from tone and word choice

In the part of **making inferences**, we will talk about; how do we normally recognize how the person feels like? It is easy to realize according to the gestures we have been using as well as the tone of voice and words we choose to express can show a lot about our feelings. The exact **words** that you choose **affect tone** and attitude, just as with your speaking **tone** can reveal any emotion or attitude a person can feel. **Tone** can be positive or negative, happy or sad, angry or peaceful, hopeful or desperate, and so on. With the following excerpts you will be able to recognize speaker's feeling of surprise or worry. After you will be able to express your opinion about the questions provided in your textbook.

The video [How does word choice affect tone and meaning](#) that explains more about how choice of words affects the meaning, so that this topic will become clear to you once you will have watched it. Excellent, now I am sure you can start using the tone of your voice in different situations to see how the others will react.

6.2. Organizing notes with numbers

Once you are listening to some audios about events, it is necessary to take notes, so that later you are able to remember the correct order of each event. Thus, writing down numbers is very helpful. Transition words also help your speaking flow from one idea to the next. In the table below, you can see some examples. Now, why don't you try to practice this and focus which words can you hear? In your text book you will find some exercises to practice this.

Table 11.
Transition words of chronological order

Transition words		
First	Then	Suddenly
Second	Later	In addition
Third	After that	Before
Finally	Next	Soon

6.3. Recognizing and understanding definitions

This topic is an important part as while listening you overhear from the lectures that speakers define many new terms you haven't heard about before and they emphasize them in different ways. Often it is used the common phrase "*it means*", however, you can get familiar with more examples such as "*that is*", "*in other words*", "*hero is defined as*" etc., that are used to explain unknown words. The speakers usually repeat the same word, they say it slowly and clearly.

I invite you to work on the following activity that refers to topic "[adventure](#)", and as this provides a lot of new vocabulary and expressions you can explain the new words using the phrases explained in point 6.3.



Week 12

Dear student, as you could realize, we still have ahead unit 6 that is focused on hero's actions, adventure and many interesting quotes to be discussed. Let's focus on speaking.

Focus on Speaking

In this unit we will develop speaking topics based on the use of signal phrases in order to make your presentations sound better. We will learn about how to catch the audience attention, how to keep it, so that the audience doesn't get bored while you are presenting something and how to conclude your presentation in order to invite audience to show its point of view on your performance. Also, the grammar part of Infinitives of purpose will be covered.

6.4. Infinitive of purpose

1. We use "**TO**" to express a purpose of an action, in other words, to say why somebody does something.
 - We shouted **to warn** everybody of the danger.
 - Why are you going to the hospital? **To see** a friend of mine who had a surgery.

2. We also use “TO” to say why something exists. (Again, its purpose)
 - The president has a team of bodyguards **to protect** him.
 - This wall is **to keep** the people out of the garden.

3. “TO” is also used to say what can be done or must be done with something.
 - It is difficult **to find** a place to park in the center.
 - I need something **to open** this bottle with.

Compare the following examples:

Table 12.

Using For and To in infinitive of purpose

For + noun	To + verb
I am going to Italy for a holiday .	I am going to Spain to learn Spanish . (Not for learn, not for learning)
Let's go to the cine for a movie .	Let's go to the cine to watch a movie .
What would you like for dinner ?	What would you like to eat ?

We can say **FOR** (somebody) **TO** (do something):

- There were no glasses **for us to drink**, so we had to ask for some.

Also, **FOR -ING** or **TO** can be used to talk about the general purpose of something, or what it is generally used for:

- Do you use this brush **for brushing** the dishes? OR ...**to wash** the dishes?
- Do you go to Supermaxi **for buying** meat? OR ...**to buy** meat?

Another way how to express a purpose is to use **SO THAT**. We use this expression especially:

- a. when the purpose is negative (so that...won't/wouldn't)
 - Leave early **so that** you **won't/ don't miss** the bus.
 - I hurried **so that** I **wouldn't** be late.

- b. with can and could (so that...can/could)
- She is studying German **so that** she **can** go for exchange program to Germany.
 - We moved to France **so that** we **could** see our family more often.

At this moment, I would like to invite you to watch the video: [Learn English grammar Infinitive of purpose](#) (Not CC), which also explains a bit more about this topic, so that when watching it, you can deepen your knowledge. I also invite you to review this REA: [Infinitives to express purpose](#), so that you can understand even better this topic. Well done, I am sure now are able to create your own sentences using correctly the infinitive of purpose.

Great, dear student, I am sure this topic is not that difficult and you prove it when doing the exercise provided in the PPT called Infinitive of purpose.

[Infinitive of purpose](#)

6.5. Using signal phrases in presentations

It is important to get explained this topic as it helps you a lot while you are presenting something. Except of that you must feel confident that you learnt about in the previous unit, you also must show your sufficient English language level. To do so, there are some phrases that will make your audience understand better and keep concentrated on your presentation. It will make them understand the flow of your ideas too. So, let's have a look at the signal phrases, that help the listener follow the directions of a speaker's thought to show the connections between ideas. that are used at the beginning of your presentation in order to catch the audience attention.

You can right away introduce your topic: *Today I'd like to talk about ...* or *The topic of today class is....* This is when the topic is stated directly, however, you can make a general statement: There are many ways to define.... The speaker can even ask questions to show he/she will change the topic and also will answer the question *How many of you....?* or *What do you think about...? What can we do about this issue?*

The speaker also can call the listener attention in the way of specifying some important details, facts, aspects or factors, so it is required from the listener to catch this information. If the speaker wants to move from one point to

another one, or to signal a new idea or supporting details or to give more examples, it is recommended to use the following:

Let me start with, First of all, Next, Now, The first reason is/ another reason is, Let me give you an example, For instance...

And finally, to come to some conclusion of what your presentation is about is to use good phrases so that your audience remains impressed and will forever remember your unique presentation. To do so you can use the following expressions: *This is why I think, I hope that you...*

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



Recommended learning activity

Now is time, dear student, to prepare a presentation about a hero you have, or a hero you have read or heard about. In your presentation mention who is your hero and describe a bit your hero, provide some good examples and relevant information about why have you chosen this hero and conclude somehow why this person is your hero. Use the signal phrases in your presentation.

If you are tired of talking too much about heroes, you can also consider the following topics:

"The world is a dangerous place, not because of those who do bad things, but because of those who look on and do nothing" (Albert Einstein)

"There is a lot of adventures out there, waiting for us to live them!" ...

"Run towards adventure and not away from it!"

"If you think adventure is dangerous, try routine. ..."

Before you get ready with your presentation, I recommend you to watch this video: [How to give a strong presentation](#) (Not CC) which will help you make a great presentation using good signal words. Watch it and try to practice some phrases to become more confident at making presentations.

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

An excellent job, I can see you are very confident at doing a presentation showing all skills for doing so, and the information you have shared is very valuable. Well done.

Dear student, as we have finished unit 6, there is time to accomplish the self-evaluation, good luck.



Self-evaluation 6

Choose the correct answer from a, b, c for the statements provided.

1. The firefighters ___ quickly when they heard the alarm.
 - a. Reacted
 - b. Praised
 - c. Got involved

2. I ___ my grandfather because he is always happy to help other people.
 - a. Show concern for
 - b. Inspire
 - c. Admire

Choose the correct form of the verb

3. I **meet/met** a real-life superhero last month.

4. **He did win/Did he win** the award yesterday?

5. Choose the phrase that best introduces the topic of a presentation.
 - a. Next, I want to tell you...
 - b. This is why I think...
 - c. Today, I'd like to talk about...

Choose one word for each gap of the sentence from the table provided. Not all words will be used.

ignored	volunteers	risk	praised	patience in need
order of events	new idea	community	angry	unselfish

6. The reporter _____ the man for saving the stranger's life.

7. It is a _____ to run into a burning building.

8. The _____man spent a lot of his time helping others.

9. _____ at the hospital give their time and expect nothing in return.
10. I grew up in this _____ and know everyone here.

Answer Key



Unit 7. Take care of yourself

Dear student, we are almost at the end of the second term. And every time there are more and more interesting topics. We will start with a reflection of the image of the picture of this unit and its title. As you could guess correctly this unit is about a healthy lifestyle, what are some ways people can take care of their health and with the age of technology, it empowers human beings, raises the question if it has more positive or more negative effect of people's lives.

Focus on Listening

We start the unit with listening to and reading to an article about diabetes and we will concentrate on new vocabulary such as treatment, diagnose, monitor, medication, chronic, symptoms, etc. mentioned in the text. Then we will develop the listening activity based on recognizing main ideas choosing the correct answer from multiple-choice options and listening to details when choosing correct answer based on choice of true and false statements. Later we will learn about inferring a speaker's assumptions and taking notes using abbreviations. The last topic to be developed within this unit will be recognizing and understanding clarifications.

7.1. Inferring speaker's assumptions

First, let's explain what is an assumption? Assumption is a thing being accepted as true without having any proof. Now how does this refer to our topic speaker's assumption? To be able to infer speaker's assumption means that you are able to interpret his or her point of view. Sometimes, it is not easy to understand the point made because it is not always stated clearly. At this point you will have to infer the viewpoint, that refers to an attitude of mind, or the circumstances of an individual. This is what we have to practice in our listening activity in order to understand correctly what is the speaker's intention. Reading and listening to the examples and excerpts provided in your textbook will help you develop this skill. I wish you good luck.

7.2. Taking notes with abbreviations

Do you remember when we were talking about taking notes using symbols? Taking notes with abbreviations is something similar. Why is this topic important to take into consideration? Abbreviations in the same way as symbols can save your time while writing more information that is important in order to remember later what the audio was about. In other words, abbreviation is a shortened form of a word or phrase. There are some examples in your textbook, you can have a look at them and think if they can be useful for you. You can also create your own abbreviations; however, you must remember well and make sure you understand your notes when reading them later. To practice this, listen to the audios and try to take some notes.

Dear student, to take notes with abbreviations I recommend you to review the link that was provided in the unit where we learnt about taking notes with symbols, as the video showed how to take notes in general using some techniques for taking notes with symbols, abbreviations and cues. So, watching it again is not a waste of time, remember, practice makes master.

7.3. Recognizing and understanding clarifications

If the listener doesn't understand clearly what was said before, it is worth of asking for a repetition or explanation of the word or the whole sentence. How do we do it? If we ask again what was said before we do it with using a different intonation or expressions asking for clarifications. So, it means if we misunderstood for the first time, we have another chance to understand. Below you can see some examples being used when asking for clarification.

Table 13.

Expressions used for clarification

Expressions of clarification			
<i>You are saying...?</i>	<i>So,...?</i>	<i>Do you mean, that?</i>	<i>In other words, ...?</i>

I suggest you to watch this video: [English phrases to ask for clarification](#) (Not CC), as there are really good examples provided to become more familiar with the topic of how to ask for clarification. I am sure you remember some of the phrases from the video, so why not to try to use them with your classmate?

To make sure you are clear about this topic, I recommend you to listen to the excerpts of this unit to see how well you developed this skill. I wish you good luck.



Week 14

Dear student, in this unit we will continue with the topic of healthy lifestyle, but this time we will concentrate more on developing speaking skills.

Focus on Speaking

In order to feel more confident while speaking about the topic of this unit, we will first review and expand vocabulary, then we will read about some advice of healthy lifestyle that can be downloaded from some applications, we will learn about modals of advice and necessity using should, ought to and have to and at the end we will learn about how to ask for and express opinions, which will be practiced doing some speaking exercises provided in your textbook. We will also get explained Modals of necessity and advice. So, let's start.

7.4. Modals of advice and necessity SHOULD, OUGHT TO and HAVE TO

First, let's get explained what modals of advice and necessity are. Modals for advice are used to express that something is a good (or bad) idea. In this sense we talk about the verbs: SHOULD, OUGHT TO and HAD BETTER. SHOULD is the most common one to use for giving an advice or for giving an opinion. HAD BETTER is a bit stronger, and refers to some idea of warning or something advisable. We use HAD BETTER only for a specific situation (not for things in general). SHOULD can be used in all types of situations. The meaning of all the verbs is present or future, not past.

■ Examples: Affirmative sentences.

- The government **should do** more to reduce crime.
- You look tired. You **should relax** more.
- She has studied a lot for that exam. So, she **should pass**.
- The weather is cold outside. You **ought to wear** a warm jacket.

- I **had better go** as it is getting dark. (I'd better is the contraction form, very often used).
- **Examples: Negative sentences.**
 - You **shouldn't believe** everything what you read in media.
 - Young children **shouldn't watch** violent movies.
 - Jeremy **ought not to go** to bed so late. (OUGHT TO is usually not used in the negative form, in questions either.)
 - You don't look very well. You **had better not go** out tonight. (HAD BETTER is usually not used in question form).

Modals of necessity MUST and HAVE TO express that something is not optional, but it is necessary or obligatory. MUST is very strong and most commonly used in written rules and instructions. HAVE TO is understood as kind of obligation.

- **Examples: Affirmative sentences.**
 - Applications **must be** presented by this Friday.
 - You **must write** your answers on the separate sheet.
 - I **have to wear** glasses for reading and driving.
 - Georg cannot join us tonight. He **has to work** late.

Must can also be used to give your own opinion (to say you think something is necessary) or recommend someone to do something.

- **Examples:** I haven't spoken to Sue for ages. I **must phone** her.
(Saying this is necessary)
- Mark is really a nice person. You **must meet** him. (I recommend this.)

We use **DO/DOES/DID** in questions and negative forms for **HAVE TO**.

- What **do I have to do** to get a better job?
- Karen **doesn't have to work** at weekends.
- Why **did you have to leave** earlier?

Negative forms of MUSTN'T and DON'T HAVE TO are completely different.
SE the examples:

Table 14.

Differences between modal verbs of must not and do not have to

Must not	do not have to
You mustn't do something = it is necessary that you do not do it (so don't do it):	You don't have to do something = you don't need to do it (but you can if you want):
You must keep it a secret. You mustn't tell anyone. (don't tell anyone)	You don't have to tell him, but you can if you want to.
I promised I would be on time. I mustn't be late. (I must be on time.)	I don't have to be at the meeting, but I think I will go anyway.

To have a better idea how to use should and ought to, I invite you to watch this link: [How to use Should, Ought to, Supposed to and Had better \(Not CC\)](#), as there is a good explanation and good examples provided, in case the explanation in this guide was not sufficient. Anyway, the more you study the better you become.

Now, dear students, after having reviewed this information, I would like you review a bit more about this topic.

Modals of advice and necessity

Once you read the information, I will invite you to practice the exercises provided in the PPT. I am sure you can do it very well.

Modals of advice and necessity

7.5. Asking for and expressing opinions

This topic is important to be developed because we come across it almost every day. We share facts and we share opinions, sometimes we agree with others, however, sometimes we disagree with them. Thus, it is essential to know and to use some phrases that express whether agreement or disagreement. In order to lead a discussion, we must participate in asking for an opinion, but also in expressing our opinions. Check the two tables below that provide some common phrases used for asking for an opinion and expressing an opinion and those that refer to expressing agreement or disagreement. You can also double check unit 2 in which this topic had already been partially mentioned. Here you find other example different from

your textbook, so that you can expand a bit your vocabulary. Of course, there are plenty of other expressions, that you can also check here: [Asking for opinions and giving opinions](#) (Not CC) and in this way you can expand new expressions. Great, I am sure you feel much more confident to use some of the phrases, hence why do not try to use them in a conversation with some of your classmate?

Table 15.

Asking for and expressing an opinion

Asking for an opinion	Expressing an opinion
Do you have any views on...?	In my view,....
What are your feelings about...?	From my perspective,...
Are you of the opinion that...?	My impression is that...

Regarding expressing our agreement or disagreement we can do it in a strong way, but we can also do it in a weak way depending how convincingly you want to sound. In terms of disagreement, it can sound less polite if we want to express a strong disagreement.

Table 16.

Expressing agreement and disagreement

Expressing agreement	Expressing disagreement
That's a good point...	I find it very difficult to accept...
I see your point...	I still have my doubts...
Actually, I think you are right...	I don't really agree with that idea...
I totally agree...	You could say that, however...

I also recommend you to watch the video [How to give your opinion in English](#) receive more examples and to reinforce the knowledge about phrases how to ask for and express opinion. Also, review [phrases for expressing your opinion](#) and [how to express agreement or disagreement](#) (Both not CC) will help you express agreement or disagreement. I wish you good luck.

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



Recommended learning activity

I invite you to express your opinion about some situations provided in your textbook and at the same time to give a polite advice on them.

You can also express your opinion about the following quotes:

"A healthy lifestyle not only changes your body, it changes your mind, your attitude and your mood."

"Health is not about the weight you lose. It's about the life you gain."

"Health is a relationship between you and your body."

"Love yourself enough to live a healthy lifestyle."

Well done, dear student, you have done a good job. As your answer can vary and each of the individual can have a different opinion, your answers can be discussed in the tutorial hours.

Now, as we have finished the unit 7, it is time to complete the self-evaluation assessment.



Self-evaluation 7

Choose the correct answer from a, b, c to the statements provided.

1. Please don't ___ my ideas. Can you think of something positive to say?
 - a. Motivate
 - b. Support
 - c. Criticize
2. I need to get some exercise. I think I'll ___ at the gym.
 - a. Work out
 - b. Keep track
 - c. Get treatment
3. You ___ not eat so much candy.
 - a. Should
 - b. Have to
 - c. Ought
4. ___ you have to get up early tomorrow?
 - a. Should
 - b. Do
 - c. Does
5. To ask for an opinion you should use:
 - a. Personally, I think...
 - b. I agree with... Do you think, that...

Complete the conversation by choosing the correct word from the table, so that each sentence makes sense. Not all words will be used.

convenient	chronic	Worked out
get support	Encouraged	motivate

6. I just saw my doctor for a check-up and she ___me to start taking better care of my health.
7. Why don't you ___ by working with other people?
8. Self-care is cheap and___. Look online rather than pay a doctor.

Write in your own words the definition or synonym for the words:

9. Illness:
10. Treatment:

Answer Key



Unit 8. Endangered Languages

This is the last unit in this term, so I am sure you are very happy to hear that. Can you see the topic of the topic of this unit? What comes to your mind? Have you ever heard about the word "*endangered*"? We will be talking about some languages that are no longer used and for that reason they are in danger to be forgotten. We will also cover the topic how to preserve a language and languages that are extinct.

Focus on Listening

In this section we will first read and listen about Languages today and disappearing languages, we will explain vocabulary such as dominant, mother tongue, extinct, preserver, etc., we will listen to main ideas and details about a language loss, we will be able to infer speaker's viewpoint and learn how to take notes on reasons and examples.

8.1. Inferring a speaker's viewpoint

Let's explain what does the speaker's viewpoint mean? It is the perspective from which the speaker presents information. It is important to understand speaker's point of view because it helps understand the full meaning of the he/she is trying to say, as sometimes it is not stated clearly and according to the words chosen, stress and intonation, the listener is able to guess the full meaning. This can be practiced while listening to the excerpts provided in your textbook.

8.2. Taking notes on reasons and examples

The last listening skill is based on listening for reasons and examples. Why is this indispensable to identify? Well, to be able to determine reasons and examples that support the main idea will help you understand better the main idea of the whole conversation. There are some useful phrases you should know when taking notes while listening to audios.

Phrases to introduce reasons: *One reason/ There are several reasons/ That is because...*

Phrases that follow reasons: *That is why/So/As a result*

Phrases that signal examples: *For example,/ For instance/...such as...*

Again, to make sure you have understood this topic, I advise you to listen to excerpts in your textbook and practice in order to enhance this skill.

8.3. Recognizing and understanding pronoun references

You might be already familiar with this topic, as it is pretty common and easy, you probably even might not have noticed, that you have already used it. Pronouns refer clearly to the words they replace (people, things, ideas) in order to avoid repetitions.

Here you can analyze this example:

Figure 1.

Pronoun references



Taken from: [link](#)

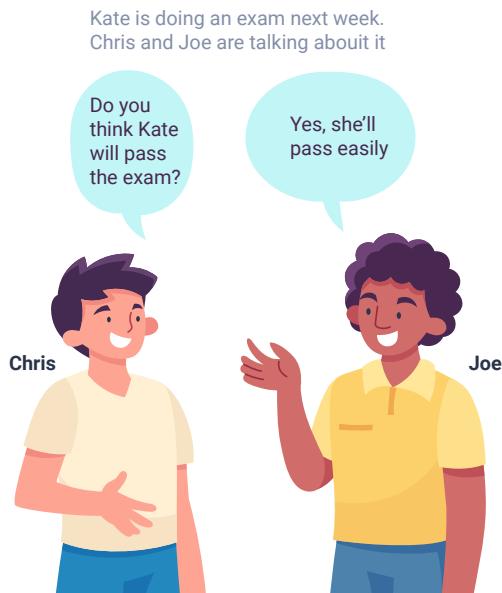
In this example it is pretty clear that "the radio" has been replaced by the pronoun IT, in order not to repeat the same word twice. There are plenty of examples to practice and understand this topic, however, first start with the excerpts in the listening section.

Focus on Speaking

In this section we will read about how to preserve languages and we will get familiar with new vocabulary. Grammar part about "predictions: will and if clause" will also be covered. Next, while developing speaking activity, we will learn how to use pausing effectively.

8.4. . Predictions: Will and if clause

In this unit we will cover the topic of verb WILL and its usage in the future. When we predict a future happening or situation we use WILL and WILL NOT (WON'T).



Study this example:

In this example we can see that Joe is saying what he knows or thinks will happen. **She'll pass** refers to his **prediction**.

- **When will you get** your exam results?
- Where **will you be** this time next year? I **will be** in Australia.
- The plate is hot. When you touch it, **you'll burn** yourself.
- I think it **will rain** later, so better take an umbrella with you.
- The president **will not be** re-elected at the next election.

We also use WILL with the following adverbs: **probably, definitely, never...**

- I **will probably be** late home tonight.
- The price **will definitely rise** next year.
- I **am sure** you **will pass** the exam.
- I **won't understand** anything.

Dear student, I am happy to share information about [predictions with will and will not](#), (no CC) in which is explained into detail more about the covered topic. Also, I invite you to review this REA: [Zero Conditional](#) which explains into detail the way how to use If. I am sure after watching these videos your knowledge has expanded and you are able to use the Good luck. I am sure this information will increase your knowledge and you will be able to use this grammar structure correctly.

Apart from using the verb WILL, **IF clause** is also considered as another option for expressing future, although using present term tense. After IF we normally use the present simple (If I do/ If I see, etc.) for the future. We also use IF for things that will possibly happen.

- It is raining hard. We **will get** wet **if we go** out.
- I'll **be** angry **if it happens** again.
- If we **don't hurry**, we **will be** late.
- If I **go** shopping, I'll **buy** some food.
- If it **is raining** tonight, I **won't go** out.

Now, it is time to review more information about this topic to feel sure and more confident when using If clauses. Hence, watch the following video about [if clauses](#) (not CC), in which you get more information on the topic covered. I am absolutely convinced that you will be able to create your own sentences with the correct use of IF.

8.5. Using pauses effectively

Pausing is a very important part of a speech, because it gives you time to think what you are going to say and also it makes the audience understand your ideas. So if you want to make an impression of your presentation use pauses effectively. It is advisable to use them after transition words, after key phrases or connecting words and at the end of the sentences. Try to omit hesitating, it means using excessively (Uh, Um) and check your notes. Finally, practice your presentation several times, so that you can speak fluently and perform with confidence.

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



Recommended learning activity

Here I share with you the video made by [Ted Talk explaining that songs can be one of the strategy how to preserve a language](#), and express your opinion whether you agree or disagree using correct phrases and making pauses effectively.

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

A great job, I am sure you have agreed with what was suggested in the video, and you showed me that you can also support your answers with good reasons. Well done.

This is the end of the unit and as you know, you are supposed to complete the self-evaluation. I wish you good luck.



Self-evaluation 8

Choose the correct answer for the statement provided.

1. My native language of English is not endangered.
 - a. This is because people no longer speak it.
 - b. For example, Maori is one of the languages that may not survive.
 - c. One reason for this is that there are many English speakers.
2. Latin is an extinct language.
 - a. This is because people no longer speak it.
 - b. A reason for this is that it is spoken all over the world.
 - c. One example is that they come up with a government plan to save the language.
3. A country may have two _____.
 - a. Official languages
 - b. Dominant languages
 - c. Bilingual languages
4. Some _____ study languages that have been forgotten.
 - a. Scientists
 - b. Native speakers
 - c. Linguists
5. Some languages are _____, which means there are no longer any people who speak the languages.
 - a. Endangered
 - b. Extinct
 - c. Preserved
6. If children and new generations speak the particular language, it means that language will not **lose/replace/ disappear**.

7. What else can people do to save languages? People can help to **replace/preserve/ build** languages by starting community programs where people learn their native language and culture.
8. Why people want their children to speak both languages (native and foreign at the same time)? Because they want their children to be **linguists/bilingual/language nests**.
9. English is becoming the **extinct/replace/dominant** world language.
10. For example, when a language is spoken only by older people, than it can become **extinct/endangered/linguists** when that generation of people dies.

Answer Key



End of term activities



Week 16

: Review of units 5-8 and Mid-term test

Dear student, you have successfully completed the activities of the second term. CONGRATULATIONS! As in the previous term, this week you will have the opportunity to review and enhance the contents of the units of the second term and be prepared for the second term exam. I wish you good luck.



4. Answer key

Self-evaluation 1

Question	Answer	Feedback
1	relaxing	Only relaxing is the correct one regarding the sense of the sentence.
2	taste	Only taste is the correct verb to be used in this context.
3	professional	Only professional is the correct adjective to be chosen with the noun.
4	trustworthy	According to the sense of the sentence only trustworthy is the correct option.
5	a	Only a is a sentence structured with correct grammar.
6	c	Only c is the correct answer for the question, as the rest of the options do not make sense.
7	a	Only a is the correct answer according to the sense of the sentence.
8	a	Only a is the correct option that matches with the sentence.
9	b	Only b describes the characteristic of the person's skill.
10	c	Only c is the correct option for description of the person's skill.

Self
Assessment

Self-evaluation 2

Question	Answer	Feedback
1	a	Only a is correct as it is a synonym for the word stated in the sentence.
2	c	Only c is the correct option as a synonym for the word given.
3	a	Only a is the definition for the word given.
4	b	Only b is the correct option as a synonym for the word given.
5	c	Only c is the synonym for the word given.
6	a	Only a is the definition for the word given.
7	c	Only c is the correct meaning for the phrasal verb.
8	factors	Only factors are the correct option so that the sentence makes sense.
9	negative	Only negative is the correct option so that the sentence makes sense.
10	achieve	Only achieve is the correct option so that the sentence makes sense.

Self
Assessment

Self-evaluation 3

question	Answer	Feedback
1	b	Only b is the definition of the word given.
2	c	Only c is the definition of the word given.
3	a	Only a is the definition of the phrase/expression given.
4	a	Only a is the definition of the expression given.
5	b	Only b is the definition of the expression given.
6	exchange	Only exchange fits best to this sentence.
7	Is worth it	Only is worth it fits best to this sentence.
8	got a good deal	Only get deal fits best to this sentence.
9	worth	Only worth fits best to this sentence.
10	b	Only b is the correct option to make suggestion.

Self
Assessment

Self-evaluation 4

Question	Answer	Feedback
1	F	Manners and respect can be one of the correct answers. Answers may vary.
2	F	Right away can be one of the correct answers. Answers may vary.
3	T	The statement is true, the electronic gadget refers to machine.
4	F	Papercan be one of the correct answers. Answers may vary.
5	c	Only c is the correct answer, as the previous two options are also correct, so c includes a and b.
6	a	Only a defines the expression given.
7	c	Only c is the correct definition.
8	b	Only b is the correct answer for the question.
9	a	Only a is the correct answer for the question.
10	b	Only b is the correct answer for the statement given.

Self
Assessment

Self-evaluation 5

Question	Answer	Feedback
1	b	Only b is the word that best fits to the sentence.
2	c	Only c is the word that best fits to the sentence.
3	a	Only a is the word that best fits to the sentence.
4	b	Only c is the word that best fits to the sentence.
5	Turn up	Only turn up best fits to the sentence.
6	Are you having	Are you having best fits to the sentence.
7	Do you listen	Do you listen best fits to the sentence.
8	Am trying	Am trying best fits to the sentence.
9	mood	Mood best fits to the sentence.
10	energetic	Energetic best fits to the sentence.

Self
Assessment

Self-evaluation 6

Question	Answer	Feedback
1	a	Only a is the correct word missing in the sentence.
2	c	Only c is the correct word missing in the sentence.
3	met	Only met is the correct form of the past simple.
4	Did he win	Only did he win is the correct way of creating a question in the past.
5	c	Only c is the correct way of introducing the topic of a presentation.
6	praised	Only praised best fits to the sentence.
7	risk	Only risk best fits to the sentence.
8	unselfish	Only unselfish best fits to the sentence.
9	volunteers	Only volunteers best fits to the sentence.
10	community	Only community best fits to the sentence.

Self
Assessment

Self-evaluation 7

Question	Answer	Feedback
1	c	Only c is the best word that fits into the sentence.
2	a	Only a best fits the sentence.
3	a	Only a is the correct choice for the sentence.
4	b	Only b is the correct option to create a question.
5	a	For asking opinion only c option is the correct one.
6	encouraged	Only encouraged fits best the sentence.
7	get support	Only get support makes sense with the sentence.
8	convenient	Only convenient best fits the sentence.
9	illness	Sickness or something that has some symptoms of feeling sick. Answers may vary.
10	treatment	medical care that a doctor gives to a patient for an illness or injury, answers may vary

Self
Assessment

Self-evaluation 8

Question	Answer	Feedback
1	c	The answer is c so that the sentence make sense.
2	a	Only a is the explanation for the sentence given.
3	a	Only a is the correct answer for the sentence given.
4	c	Only c is the answer for the sentence given.
5	b	Only b makes sense in the sentence.
6	disappear	Only this word is the correct word to finish the sentence.
7	preserve	Only this word best fits the sentence.
8	bilingual	Only bilingual best fits the sentence.
9	dominant	Only dominant makes sense in the sentence.
10	endangered	Only endangered is the best option for the sentence given.

Self
Assessment



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6. Resources

Present perfect

Present perfect
Exercises to practise

soy + utpl



1 Complete the sentences using today / this year / this term etc.

- 1 I saw Tom yesterday, but I haven't seen him today .
- 2 I read a newspaper yesterday, but I today.
- 3 Last year the company made a profit, but this year
- 4 Tracy worked hard at school last term, but
- 5 It snowed a lot last winter, but
- 6 Our football team won a lot of games last season, but we

1 Read the situations and write sentences as shown in the example.

- 1 Jack is driving a car, but he's very nervous and not sure what to do.

You ask: Have you driven a car before?

He says: No, this is the first time I've driven a car.

- 2 Ben is playing tennis. He's not good at it and he doesn't know the rules.

You ask: Have

He says: No, this is the first

- 3 Sue is riding a horse. She doesn't look very confident or comfortable.

You ask:

She says:

- 4 Maria is in London. She has just arrived and it's very new for her.

You ask:

She says:



Complete B's answers. Some sentences are positive and some negative. Use the following verbs:

be be eat happen have meet play read see see try

A

- 1 What's Mark's sister like?
- 2 How is Diane these days?
- 3 Are you hungry?
- 4 Can you play chess?
- 5 Are you enjoying your holiday?
- 6 What's that book like?
- 7 Is Brussels an interesting place?
- 8 Mike was late for work again today.
- 9 Do you like caviar?
- 10 I hear your car broke down again yesterday.
- 11 Who's that woman by the door?

B

- I've no idea. I've never met her.
I don't know. I her recently.
Yes. I much today.
Yes, but for ages.
Yes, it's the best holiday
for a long time.
I don't know. it.
I've no idea. there.
Again? He late
every day this week.
I don't know. it.
Yes, it's the second time
this week.
I don't know. her before.

Past simple and present perfect



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Present perfect and past simple

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Put the verb into the correct form, present perfect or past simple.

- 1 It stopped raining for a while, but now it's raining again. (stop)
- 2 The town is very different now. It has changed a lot. (change)
- 3 I did German at school, but I most of it now. (forget)
- 4 The police three people, but later they let them go. (arrest)
- 5 What do you think of my English? Do you think it ? (improve)
- 6 A: Are you still reading the paper?
B: No, I with it. You can have it. (finish)
- 7 I for a job as a tourist guide, but I wasn't successful. (apply)
- 8 Where's my bike? It outside the house, but it's not there now. (be)
- 9 Look! There's an ambulance over there. There an accident. (be)
- 10 A: Have you heard about Ben? He his arm. (break)
B: Really? How that ? (happen)
A: He off a ladder. (fall)

soy+ utpl

Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- 1 Do you know about Sue? She's given up her job.
- 2 My mother has grown up in Scotland.
- 3 How many plays has Shakespeare written?
- 4 Ow! I've cut my finger. It's bleeding.
- 5 Drugs have become a big problem everywhere.
- 6 The Chinese have invented paper.
- 7 Where have you been born?
- 8 Mary isn't at home. She's gone shopping.
- 9 Albert Einstein has been the scientist who has developed the theory of relativity.

OK

grew

Are the underlined parts of these sentences right or wrong? Correct them where necessary.

- 1 I've lost my key. I can't find it anywhere.
- 2 Have you eaten a lot of sweets when you were a child?
- 3 I've bought a new car. You must come and see it.
- 4 I've bought a new car last week.
- 5 Where have you been yesterday evening?
- 6 Lucy has left school in 1999.
- 7 I'm looking for Mike. Have you seen him?
- 8 'Have you been to Paris?' 'Yes, many times.'
- 9 I'm very hungry. I haven't eaten much today.
- 10 When has this book been published?

OK

Did you eat

Make sentences from the words in brackets. Use the present perfect or past simple.

- 1 (it / not / rain / this week) It hasn't rained this week.
- 2 (the weather / be / cold / recently) The weather
- 3 (it / cold / last week) It
- 4 (I / not / read / a newspaper yesterday) I
- 5 (I / not / read / a newspaper today)
- 6 (Emily / earn / a lot of money / this year)
- 7 (she / not / earn / so much / last year)
- 8 (you / have / a holiday recently?)

Comparative forms and equatives



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Comparatives & Equatives Adjectives and adverbs

soy+ utpl



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! Read the situations and complete the sentences. Use a comparative form (-er or more ...).

1 Yesterday the temperature was six degrees. Today it's only three degrees.

It's colder today than it was yesterday.

2 The journey takes four hours by car and five hours by train.

It takes _____

3 Dave and I went for a run. I ran ten kilometres. Dave stopped after eight kilometres.

I ran _____

4 Chris and Joe both did badly in the test. Chris got 30%, but Joe only got 25%.

Joe did _____

5 I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.

My friends _____

+ 6 You can go by bus or by train. The buses run every 30 minutes. The trains run every hour.

The buses _____

7 We were very busy at work today. We're not usually as busy as that.

We _____

soy+ utpl

Complete the sentences using **as ... as**.

- 1 I'm quite tall, but you are taller. I'm not as tall as you.
- 2 My salary is high, but yours is higher. My salary isn't
- 3 You know a bit about cars, but I know more.
You don't
- 4 It's still cold, but it was colder yesterday.
It isn't
- 5 I still feel quite tired, but I felt a lot more tired yesterday.
I don't
- 6 Our neighbours have lived here for quite a long time, but we've lived here longer.
Our neighbours haven't
- 7 I was a bit nervous before the interview, but usually I'm a lot more nervous.
I wasn't

Write a new sentence with the same meaning.

- 1 Richard is younger than he looks. Richard isn't as old as he looks.
- 2 I didn't spend as much money as you. You spent more money than me.
- 3 The station was nearer than I thought. The station wasn't
- 4 The meal didn't cost as much as I expected. The meal cost
- 5 I go out less than I used to. I don't
- 6 Karen's hair isn't as long as it used to be. Karen used to
- 7 I know them better than you do. You don't
- 8 There are fewer people at this meeting than at the last one.
There aren't

Superlative adjectives



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Superlative adjectives

soy+ utpl



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Complete the sentences. Use a superlative (-est or most ...) + a preposition (of or in).

- 1 It's a very good room. It is the best room in the hotel.
- 2 It's a very cheap restaurant. It's the town
- 3 It was a very happy day. It was my life
- 4 She's a very intelligent student. She the class
- 5 It's a very valuable painting. It the gallery
- 6 Spring is a very busy time for me. It the year

In the following sentences use one of + a superlative + a preposition.

- 7 It's a very good room. It is one of the best rooms in the hotel.
- 8 He's a very rich man. He's one the world
- 9 It's a very big castle. It Britain
- 10 She's a very good player. She the team
- 11 It was a very bad experience. It my life
- 12 He's a very dangerous criminal. He the country

soy+ utpl

2 Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...).

- 1 We stayed at the cheapest hotel in the town. (cheap)
- 2 Our hotel was cheaper than all the others in the town. (cheap)
- 3 The United States is very large, but Canada is (large)
- 4 What's country in the world? (small)
- 5 I wasn't feeling well yesterday, but I feel a bit today. (good)
- 6 It was an awful day. It was day of my life. (bad)
- 7 What is sport in your country? (popular)
- 8 Everest is mountain in the world. It is than any other mountain. (high)
- 9 We had a great holiday. It was one of holidays we've ever had. (enjoyable)
- 10 I prefer this chair to the other one. It's (comfortable)
- 11 What's way of getting from here to the station? (quick)
- 12 Sue and Kevin have got three daughters. is 14 years old. (old)



The background features a dark blue circular graphic with several light blue dashed circles and small grey dots with '+' signs. In the top left corner, the UTPL logo is displayed, consisting of a crest and the text 'UTPL La Universidad Católica de Loja'.

Food

soy+ utpl

Read the article

Top 5 | Food markets

Supermarkets are good for everyday shopping. But food markets are great for fresh food and local dishes. Here are our top five markets from around the world.

1 St Lawrence, Toronto, Canada

St Lawrence food market, in the centre of Toronto, is 200 years old. There are a lot of shops here (well over 100) with every kind of meat and seafood. Shoppers visit from all over the world.

2 Castries Market, St Lucia

Naturally, this island in the Caribbean has a market famous for fish and fruit. Buy some bananas for lunch and some fish for dinner. And try the local sauce – it's very hot!

3 Kreta Ayer Wet Market, Singapore

There's a lot of different food here and there's also a great restaurant upstairs. Go at around 6 a.m. and have some tasty noodles for breakfast.

4 La Vucciria, Palermo, Italy

There aren't many markets in the world with live music. But in Palermo, musicians play and sing as shoppers buy their sausages and kebabs. It's a great atmosphere!

5 Borough Market, London, England

This market is 250 years old and famous with food lovers. It's open from Thursday to Saturday and it's good to go very early. There isn't much food for sale after 10 a.m.!



Answer the questions

- 2** Read the article about markets around the world.
Answer the questions.

- 1 What are the good things about supermarkets?
- 2 Why does the writer like food markets?
- 3 How old is St Lawrence market?
- 4 What food can you buy in St Lawrence market?
- 5 What is hot in Castries Market?
- 6 What is upstairs at Kreta Ayer Wet Market?
- 7 What can you hear in La Vucciria?
- 8 When is Borough Market open?

- 3** Discuss these questions as a class.

- 1 Do you have a food market in your town or city? What days is it open?
- 2 Can you buy fresh food and local dishes there? What kind?
- 3 What other street markets are in your town or city? What do they sell?

Reflexive and reciprocal pronouns

Reflexive and reciprocal pronouns

Complete the sentences using myself/yourself etc. + the following verbs (in the correct form):

blame burn enjoy express hurt introduce put

- 1 Steve introduced himself to the other guests at the party.
- 2 Bill fell down some steps, but fortunately he didn't
- 3 It isn't Sue's fault. She really shouldn't
- 4 Please try and understand how I feel. in my position.
- 5 The children had a great time at the beach. They really
- 6 Be careful! That pan is very hot. Don't
- 7 Sometimes I can't say exactly what I mean. I wish I could better.

Put in myself/yourself/ourselves etc. or me/you/us etc.

- 1 Julia had a great holiday. She enjoyed herself .
- 2 It's not my fault. You can't blame
- 3 What I did was really bad. I'm ashamed of
- 4 We've got a problem. I hope you can help
- 5 'Can I take another biscuit?' 'Of course. Help !'
- 6 You must meet Sarah. I'll introduce to her.
- 7 Don't worry about us. We can look after
- 8 I gave them a key to our house so that they could let in.
- 9 I didn't want anybody to see the letters, so I burned



Complete the sentences with -selves or each other.

- 1 How long have you and Bill known **each other** ?
- 2 If people work too hard, they can make ill.
- 3 I need you and you need me. We need
- 4 In Britain friends often give presents at Christmas.
- 5 Some people are very selfish. They only think of
- 6 Tracy and I don't see very often these days.
- 7 We couldn't get back into the house. We had locked out.
- 8 They've had an argument. They're not speaking to at the moment.
- 9 We'd never met before, so we introduced to

Complete the answers to the questions using myself/yourself/itself etc.

- 1 Who repaired the bike for you?
- 2 Who cuts Brian's hair for him?
- 3 Do you want me to post that letter for you?
- 4 Who told you that Linda was going away?
- 5 Can you phone John for me?

Nobody. I **repaired it myself.**
Nobody. He cuts
No, I'll
Linda
Why can't you ?

Infinitive of purpose



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Infinitives of purpose

say+ utpl



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Choose from Box A and Box B to make a new sentence with to

A

- 1 I shouted.
- 2 I had to go to the bank
- 3 I'm saving money
- 4 I went into hospital
- 5 I'm wearing two sweaters
- 6 I phoned the police

B

- I want to keep warm
- I wanted to report that my car had been stolen
- I want to go to Canada
- I had to have an operation
- I needed to get some money
- I wanted to warn people of the danger

1 I shouted to warn people of the danger.

2 I had to go to the bank

3 I

4

5

6

say+ utpl



Complete these sentences using a suitable verb.

- 1 The president has a team of bodyguards to protect him.
- 2 I didn't have enough time the newspaper today.
- 3 I came home by taxi. I didn't have the energy
- 4 'Would you like something ?' 'Yes, please. A cup of coffee.'
- 5 We need a bag these things in.
- 6 There will be a meeting next week the problem.
- 7 I wish we had enough money another car.
- 8 I saw Helen at the party, but we didn't have a chance to each other.
- 9 I need some new clothes. I don't have anything nice
- 10 They've just passed their exams. They're having a party
- 11 I can't do all this work alone. I need somebody me.



Put in **to** or **for**.

- 1 I'm going to Spain for a holiday.
- 2 You need a lot of experience this job.
- 3 You need a lot of experience do this job.
- 4 We'll need more time make a decision.
- 5 I went to the dentist a check-up.
- 6 I had to put on my glasses read the letter.
- 7 Do you have to wear glasses reading?
- 8 I wish we had a garden the children play in.



Write sentences with so that.

1 I hurried. I didn't want to be late. I hurried so that I wouldn't be late.

2 I wore warm clothes. I didn't want to be cold.

I wore

3 I left Dave my phone number. I wanted him to be able to contact me.

I

4 We whispered. We didn't want anybody else to hear our conversation.

nobody

5 Please arrive early. We want to be able to start the meeting on time.

Please

6 Jennifer locked the door. She didn't want to be disturbed.

7 I slowed down. I wanted the car behind me to be able to overtake.

Modals of advice and necessity

Modals of advice and necessity

Read the situations and write sentences with had better or had better not. Use the words in brackets.

- 1 You're going out for a walk with Tom. It looks as if it might rain. You say to Tom:
(an umbrella) We'd better take an umbrella.
- 2 Michael has just cut himself. It's a bad cut. You say to him:
(a plaster) We
- 3 You and Kate plan to go to a restaurant this evening. It's a popular restaurant. You say to Kate:
(reserve) We
- 4 Jill doesn't look very well – not well enough to go to work. You say to her:
(work) We
- 5 You received the phone bill four weeks ago, but you haven't paid it yet. If you don't pay soon, you could be in trouble. You say to yourself:
(pay) We
- 6 You want to go out, but you're expecting an important phone call. You say to your friend:
(go out) We
- 7 You and Liz are going to the theatre. You've missed the bus and you don't want to be late. You say to Liz: (a taxi) We

Put in had better where suitable. If had better is not suitable, use should.

- 1 I have an appointment in ten minutes. I had better go now or I'll be late.
- 2 It's a great film. You should go and see it. You'll really like it.
- 3 I had better get up early tomorrow. I've got a lot to do.
- 4 When people are driving, they had better keep their eyes on the road.
- 5 I'm glad you came to see us. You had better come more often.
- 6 She'll be upset if we don't invite her to the wedding, so we had better invite her.
- 7 These biscuits are delicious. You had better try one.
- 8 I think everybody had better learn a foreign language.



For each situation, write a sentence with **should** or **shouldn't** + the following:

go away for a few days

go to bed so late

look for another job

put some pictures on the walls

take a photograph

use her car so much

1 Liz needs a change.

She should go away for a few days.

2 Your salary is very low.

You

3 Jack always has difficulty getting up.

He

4 What a beautiful view!

You

5 Sue drives everywhere. She never walks.

She

6 Bill's room isn't very interesting.

.....



Complete the sentences with **mustn't** or **don't/doesn't have to**.

1 I don't want anyone to know about our plan. You mustn't tell anyone.

2 Richard doesn't have to wear a suit to work, but he usually does.

3 I can stay in bed tomorrow morning because I go to work.

4 Whatever you do, you touch that switch. It's very dangerous.

5 There's a lift in the building, so we climb the stairs.

6 You forget what I told you. It's very important.

7 Sue get up early, but she usually does.

8 Don't make so much noise. We wake the children.

9 I eat too much. I'm supposed to be on a diet.

10 You be a good player to enjoy a game of tennis.



In some of these sentences, must is wrong or unnatural. Correct the sentences where necessary.

- 1 It's later than I thought. I must go.
- 2 I must work every day from 8.30 to 5.30.
- 3 You must come and see us again soon.
- 4 Tom can't meet us tomorrow. He must work.
- 5 I must work late yesterday evening.
- 6 I must get up early tomorrow. I have lots to do.
- 7 Julia wears glasses. She must wear glasses since she was very young.

OK (have to *is also correct*)

I have to work